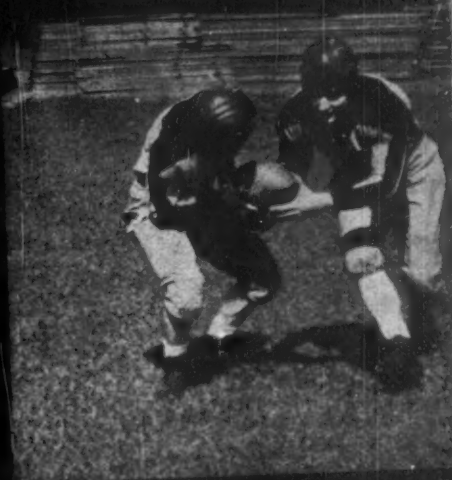
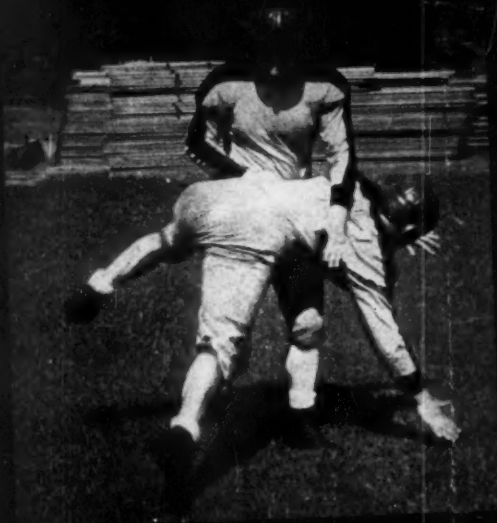


# COACH



# We invite you to read our mail

MARSHALL DIEBOLD is an expert on the subject of basketball. As coach of the Carleton College (Northfield, Minn.) team he has built one of the most impressive records of recent times—42 wins out of 47 starts within the last 3 years!

In tough competition, too. Several Big Ten teams bob up regularly on his schedules.

We think it ought to be of interest to you, therefore, to see what Marsh has to say about the Reach Basketball. Here's the letter which accompanied his recent order for 24 Reach Balls!



ATHLETIC DEPARTMENT  
M. J. DIEBOLD, DIRECTOR

CARLETON COLLEGE  
NORTHFIELD, MINNESOTA

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*Marshall Diebold*

MD:rh

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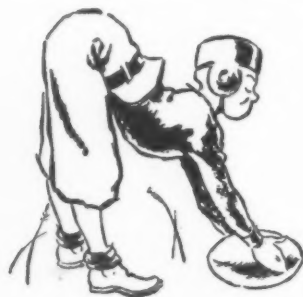
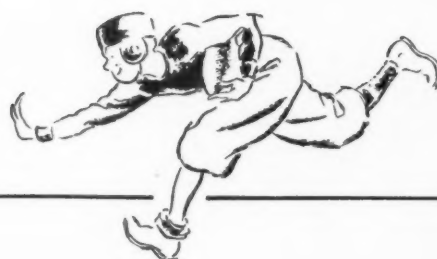
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# SCHOLASTIC COACH

Reg. U.S. Pat. Off.

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VOL. 4 No. 1

JACK LIPPERT, Editor

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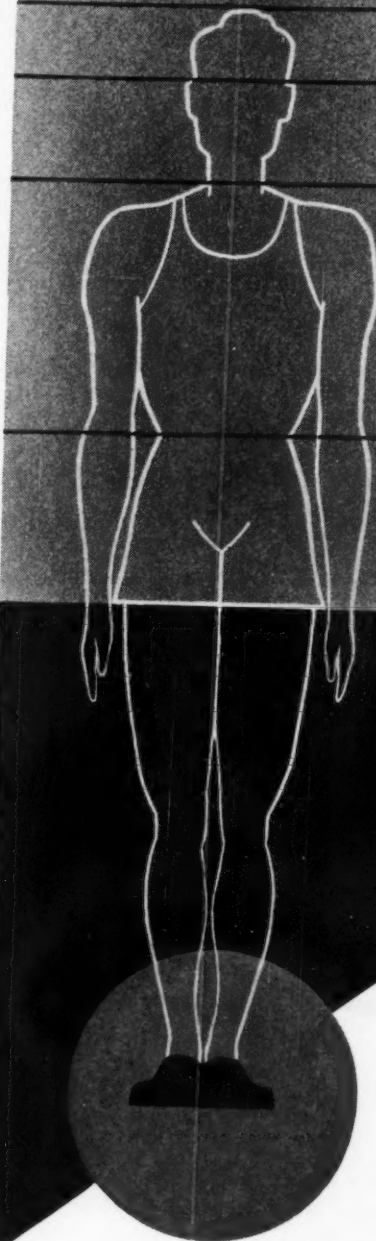
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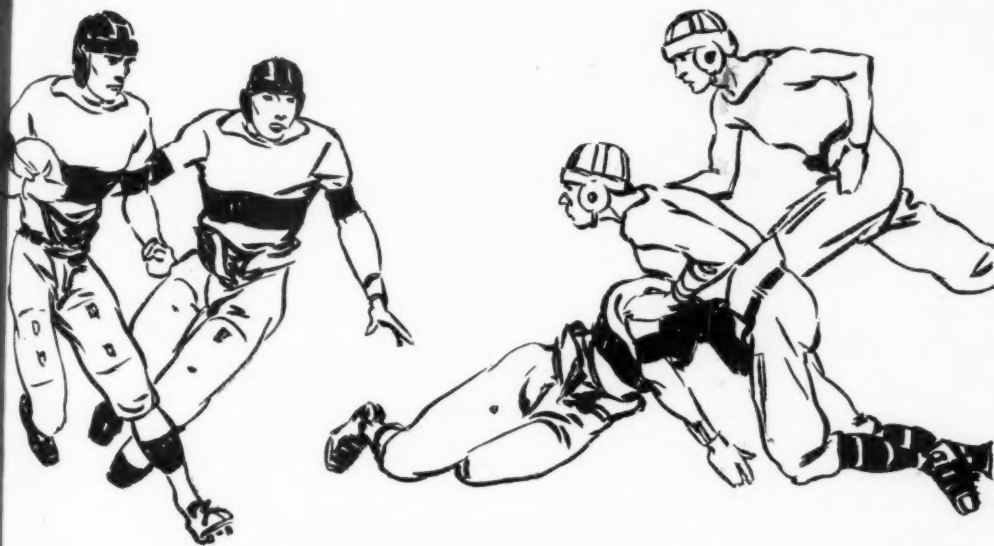
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# Here's Energy!



**LOU LITTLE**

*Head Football Coach  
Columbia University*

## *Sportsmanship rules for High School Students*

by **LOU LITTLE**

- 1** All games have rules. Honor and respect them.
- 2** Perfect physical condition is important for best performance; eat proper food regularly. Don't over-exercise until you are fit; get plenty of sleep. Develop habits of cleanliness.
- 3** Do your best always; keep faith with your comrades.
- 4** Don't lose your temper in defeat.
- 5** Win modestly; lose graciously.
- 6** Remember that athletic contests are games; don't let "bad breaks" or defeat ruin your enjoyment.
- 7** Even if you can break a rule without getting caught, don't do it.
- 8** Treat your opponents as friends; play the game hard but clean.
- 9** Some players are more able than others. Overcome any lack of ability or practice by greater effort.
- 10** Never give up. Do your best until the final whistle.

No. 6 of a series of posters  
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# SHREDDED WHEAT





# HERE BELOW

What's new in athletics?  
Case of competition  
vs. cooperation



IN this issue Dr. Elmer Berry bases an article on a question that is being popped with increasing frequency these days. It is of great moment to workers in physical education and athletics, as it is to all others professionally engaged in education, because of its concern with *competition*. The question: Will the relationship among people in the business of earning their livelihood in future years be on a more, or less, competitive basis than it has been in the past?

The evidence at our national doorstep leaves no doubt as to the direction we are going at present. It is most certainly toward an era of less competition and more cooperation, with people choosing the more cooperative way merely because the old competitive way finally let them down and could not pick them up.

It is nothing new to us now to hear government officials, from the President down, urging us to "play ball" instead of cutting each others' throats. But it is something new to hear leaders in education take a public stand in favor of the New Deal and its philosophy of cooperation and team play. Educators are, one after the other, taking the leap and expressing their belief in the coming cooperative era. Their thoughts on the subject are reflected in the statement by Dr. William H. Holmes, superintendent of schools of Mount Vernon, N. Y., during a speech at the National Schoolmart and Schoolview last month. Said Dr. Holmes: "In the right type of school the child can be early taught the evils that come from the competitive spirit and the good things that follow when cooperation is the spirit of society."

Cooperation is not yet the spirit of society by a long shot, but the *tendency* is in that direction. The modern point of view supports this tendency and holds high hopes for what edu-

cated man will be able to pattern for himself in the way of social betterment.

So, the educators are not at all out of order when they consider how best they can train the millions of young people today for the changed world which they will be called upon to improve still further in 1940, 1950 and on.

In the branch of education with which we are concerned the responsibility for this proper development of social traits is as great as it is with any other branch. Games and athletics can be used to train roughnecks as well as gentlemen: considerable depends on the leadership and the coaching. No one can predict what the future of competitive athletics will be, but one thing seems certain: if competitive athletics are to survive as an aid to education they must continue to stress and demand attitudes and conduct of the highest order. In all relationships, members of a team toward their own teammates and toward the members of another team, the ideal in behavior should ever be held up. But more than that, the leadership must insist on nothing less than a sincere effort toward the ideal. We have this ideal expressed now in our codes of sportsmanship and fair play, but in all too many instances these have been codes on paper, something to point out rather than act out. In the future, more than ever, it will be acts and not words that determine man's usefulness to the group. So it must be thus in the games he plays as a youth in training.

Most coaches can cite athletic contests in their experience which were ideally played from every sporting angle: the visiting team was received with courtesy, kindness and modesty; the home crowd applauded the fine playing of the visiting team with genuine admiration for a skillful performance, and the visiting crowd was

equally appreciative of the home team's good playing; there was no evidence whatsoever of ill will between the players of the two teams or the students of the two schools; when the referee made a questionable decision it was accepted as an inevitable part of the game by all concerned; if it seemed to be an error of interpretation, rather than of judgment, the captain spoke to the referee about it and had the courtesy to invite the captain of the other team into the conversation.

Now when games are played on such a plane as this (and this is not fantastic idealism, because they *have* been played like this) there is not much that the most advanced of educators could object to. There might be some Utopian objection to the presence of competition—both teams trying to prevent each other from getting that which can go only to one—the victory. Instead of the game being a series of acts of prevention in this sense, we are inclined to regard the game as giving one team the opportunity to help the other team to play its best. More of this later.

Our games are constantly changing; they are not now what they were fifty years ago. We see them changing under our eyes, and our attitudes toward them are changing. For all the sickening goings-on today among football colleges in their mad race for "material," it is still not as bad in these quarters as it was in the 1920's. And the fact that it is kept under cover is a further good sign, for at least it indicates a sense of shame.

The future may develop games of athletic skill along patterns which will eliminate the group-against-group competitive element and set up in place the group-with-group cooperative element in all its purity. This is indeed a distant look into the future, a maneuver far [Concluded on page 38]

SMOOTH SAILING



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# FROM COACHING SCHOOL NOTEBOOKS

The following symposium offers technical reports on the football and basketball courses offered at five coaching schools this summer. These reports were made for Scholastic Coach with the approval of the directors of the schools. The October issue will contain reports from four other coaching schools not included in this month's symposium.

## Doane College, Estes Park, Colo.

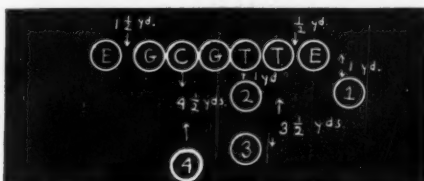
**U**NDER the direction of Athletic Director Eugene Haylett of Doane College, the Doane College Coaching School was held July 23-Aug. 2, at Estes Park, high in the cool Rockies. Dana X. Bible, football coach of the University of Nebraska, and Forrest C. Allen, basketball coach of the University of Kansas, were the instructors. Thirty-two college and high school coaches, coming from twelve states, found a school where intimate contacts between pupils and instructors was the order and where the wish of the class was the rule.

Speaking of offense, the Nebraska coach placed extreme team speed as the most important essential of a great team. Precise execution of blocking, and proper timing of all movements, are the hand-maidens of this speed.

Coach Bible gave the class more than one hundred plays from the three formations he uses at Nebraska, then immediately cautioned them to forget all but seven

or eight for the season. He said that teams which are evenly matched can seldom use more plays than that in a single game without befuddling the quarterback and his team more than the opponents. He pointed to the strong University of Pittsburgh team with its small repertory of plays from a single wingback formation in major games, and declared that this is the best team Nebraska plays year in and year out.

Formations Nebraska uses at present are the single and double wingbacks and the short punt. Coach Bible's single wingback formation varies slightly from the Warner original, and lines up as follows:



Two of his strongest plays from this are a cut-back inside tackle and an in-and-out end run. For these plays, and Coach Bible's comments on a representative group of other plays he diagrammed, see the accompanying diagrams.

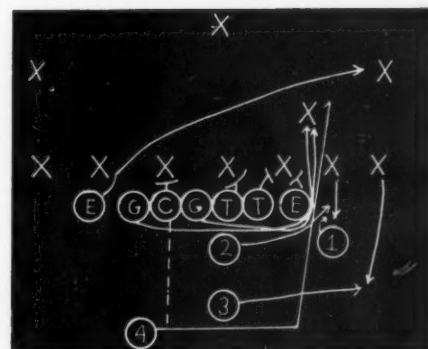
During his five-day basketball course Dr. Allen devoted some time to his theory of defense, which he now calls the "stratified transitional man-to-man defense with the zone principle." It is neither man-to-man nor zone, but embraces the best features of both. Coach Allen demonstrated the defense, with teams on the floor, and showed the class the procedure he uses for teaching the system. Step by step, it is as follows (see cut on next page):

A defensive player is placed seven feet in front of the basket and instructed to cover an area seven feet each direction without turning his back on the ball. He first prevents one offensive player from scoring from this imaginary circle 14 feet in diameter.

Now a second offensive player is introduced against this one defensive player, and whatever shooting they attempt must be done from the same area. In the diagrams the offensive players are indicated by plain circles; the defensive players by X, with numbers to correspond to the order in which they are introduced into the drill.

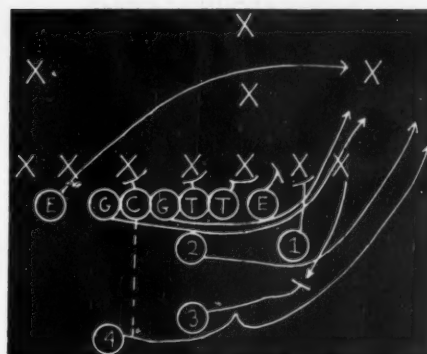
The one defensive player against two attackers must use every feint and dodge at his command in an effort to intercept the ball, bat it out of the opponents' control, or prevent a shot. He must be especially watchful that he is not drawn out too far from his position in front of the basket.

In the third step in the development of this defense a second defensive player is introduced and three offensive players are assigned to the attack. X-1 covers his original territory, with X-2 in front of him empowered to move in any direction any reasonable distance to prevent set shots. X-2 should "fan" the outside offensive player to the sidelines and rush the ball, while X-1 takes [Continued on next page]



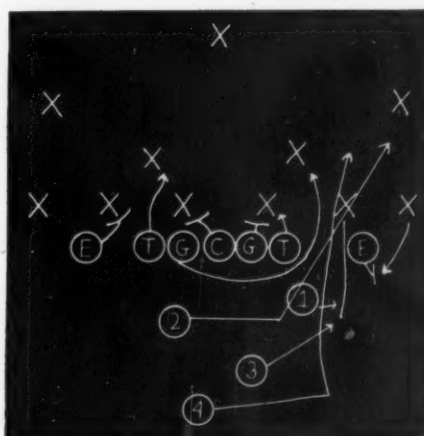
### CUT-BACK INSIDE TACKLE

Variations of this sound play are found in every team's repertory. Sometimes the play calls for the wingback to clear out of the way and go for a secondary, leaving the defensive tackle to a guard and the No. 2 back.



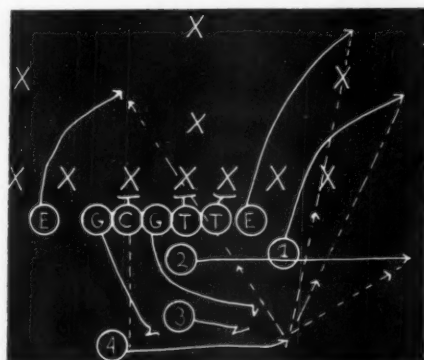
### IN-AND-OUT END RUN

The ball-carrier's feint toward the line, after running three steps straight out to his right, may be just enough to keep the defensive right end at a safe distance. This end will be preoccupied with No. 3, and will probably be expecting the ball-carrier to cut inside, as he pretended to do. It is all up to No. 3. The wingback and the end take care of the defensive tackle.



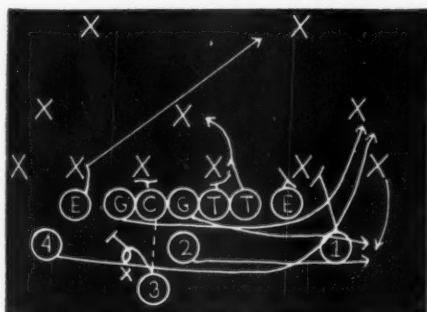
### SHORT PUNT FORMATION

For plays inside tackle the short punt formation offers special inducements. This cut-back play from the short punt formation is one of the best in the Nebraska bag. No. 4 receives the ball from center. The right end has a difficult block to negotiate on the defensive end. If it is beyond his ability to block in this manner, the blocking assignments may be changed so that No. 1 or No. 3 is responsible for hitting the end and No. 2 the tackle.



### OPTIONAL PASS PLAY

A strong aerial play from the single wingback formation is this running pass play of the choice type in which the receiver may be either end, the wingback or the No. 2 back.

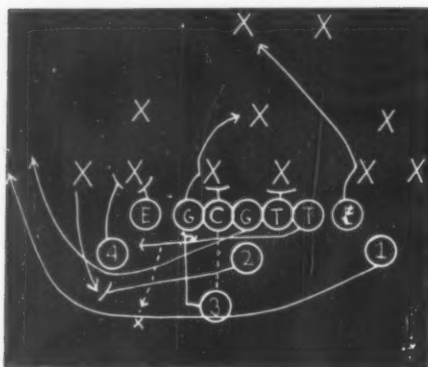


### STRONGEST PLAY IN FOOTBALL

This, in the opinion of Coach Bible, is the strongest play in football. The fullback (3) spins and gives the ball to 4 who follows the left guard off tackle. The end and the wingback work on the tackle; the right guard and the No. 2 back hit the end.

care of the 14-foot territory immediately in front of the basket. The offensive players may maneuver as they please but must not take long shots.

The fourth step finds three defensive players against four attackers, the defensive players forming a triangle and maneuvering in an effort to have one defensive player near the line of light of the ball if it is passed into the scoring terri-



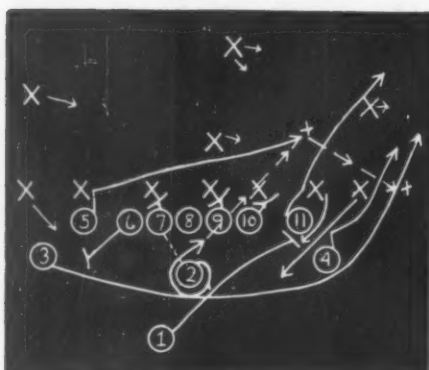
**TACKLE-AROUND LATERAL**  
(Coach Bible)

No. 3 fakes a smash into the line and hands ball to the tackle coming around, who in turn lateral passes to No. 1 who follows the right guard around end.

tory. Coach Allen said that if the offense can score on one of five attempts against the three men they are doing remarkably well.

The fifth step is the full defense against the full attack. The defensive forwards, X-4 and X-5, rush back to a position close to the circle of the free-throw lane, and fight for the ball. Now the defensive players "play the man," but not one designated in advance. Each defensive player plays the man who is closest, within scoring range, of course. X-1, X-2 and X-3 stay as nearly as possible in their triangular lineup. X-4 and X-5 have the greater freedom, and are expected to mess up cross passing in front of the defense, and hurry the passers when interception is out of the question.

RICHARD M. GODLOVE  
Leavenworth Senior High School  
Kansas.



**FAKE SPINNER & PLUNGE,  
FORWARD-LATERAL**  
(Coach Henry)

The center passes to 2 who spins, faking first to 1 and then to 3. 2 completes his spin, fakes a plunge at the line, leaps up and passes to 5, the left end cutting across, who lateral-passes to the left wingback.

## Kansas H.S. Coaching School

THE second annual Kansas High School Coaching School sponsored by the Kansas High School Athletic Association, was held at Washburn College, Topeka, August 7-17. The executive secretary, E. A. Thomas, is the originator of the school and has had the responsibility and management of it.

During the session the instructors were: A. N. (Bo) McMillin, football, University of Indiana; Gwin Henry, football, University of New Mexico; Elmer Holm, football, Washburn College; Dutch Lonberg, basketball, Northwestern; John Lance, basketball, K. S. T. C. Pittsburg; Bill Hargiss, track, University of Kansas; Emil Liston, baseball, Baker University; Jimmie Cox (Trainer) Athletic Injuries, University of Kansas; E. A. Thomas, Kansas State High School A. A., football rules.

The highlights of the football and basketball courses are contained in the following notes:

"Bo" McMillin on football—Stance of linemen on offense. Should be a comfortable foot spread, knees apart, toes and foot pointing straight ahead, shoulders square, parallel to the ground. One hand on the ground, with fingers folded; elbow directly in front of the knee of the rear foot and touching the knee. The toe of one foot should be about even with the instep of the other foot. Tail down, weight on the balls of the feet; back straight or slightly arched; eyes fixed on a point straight ahead on the ground about a yard away. From this stance linemen are in an excellent position to charge into their block or run interference. In line blocking stress getting an instantaneous, forceful start so that the defensive player is hit before he has had a chance to put on steam. The coiled starting position for the blocker is the best for facilitating this quick start.

Use the arm and elbow to widen the contact of the shoulder on the shoulder block. The bone of the fore-arm should be out, first closed next to chest, back of hand on top as you look down. Get contact and then move for position and keep driving. The arm away from the blocking shoulder should hang freely.

Body block. Shoot arms and shoulders into the opponent. Rise up at contact. When going into this block against a hard-charging opponent, the inside forearm may be used in order to break the knee action of the opponent. As soon as the blocker has shot his arms out he should then throw both hands to the

ground, pulling the inside leg in between opponent's legs. Keep contact and keep crowding the opponent.

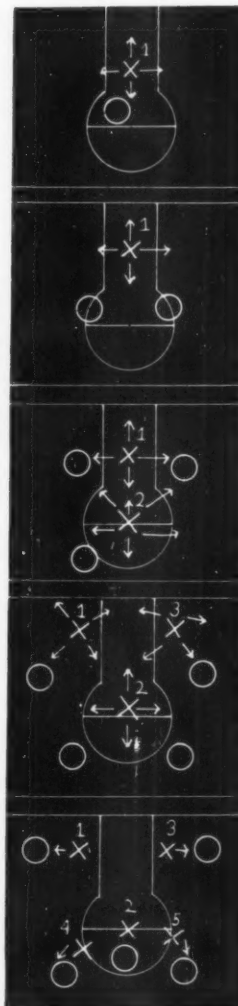
Head block. This block is executed the same as the shoulder block, but the aim is a little lower, so that the head is driven into the opponent's stomach, using the inside forearm as an aid to widen leverage.

Kicking. McMillin is a first class place-kicker himself. He recommends that the ball holder place the palm of his hand on top of the ball, rather than place only the tips of the fingers or thumb. The ball should be kicked so that the toe strikes right at the center of the ball, and not below it, as most authorities specify. The leg should follow through, and the eyes should stay fixed on the ball. "The goal posts won't move," McMillin added.

Gwin Henry on football—Gwin Henry, athletic director and football coach at the University of New Mexico, has had a long successful career in football. His experience as coach of the St. Louis Gunners, professional team, last season, fitted him especially for the task of assisting Kansas high school coaches in their efforts with the new high school rule permitting forward passing from any point behind the line of scrimmage. The most striking play he diagrammed is reproduced in the first column. It is a fake spinner, and plunge with a forward-lateral sequel, a play quite popular among the professional teams last year, with variations.

On the technique of passing, Coach Henry said that the ball should not be tightly gripped, but held loose in the fingers, with just enough pressure to control it. Hold the ball by the rear end, and keep the palm of the hand up in the delivery. Swing the ball sideways on the backswing, and bring it forward up and over the shoulder. Point the ball where you want it to go and follow through with the arm, hand and wrist. Always look away from the actual receiver until the time to throw the ball.

Punting. The normal way to kick or punt. Kicking stance: Right-footed kicker. The right foot is behind, weight on the left foot. The first step is a short quick step with the right foot, then the left foot and then kick with the right foot. The ball should be held away from the body so the foot can meet it with a straight knee. At contact lock the ankle, with the toe pointing sharply down. The kick should be gotten off in 2½ seconds. The kicker should go with the ball just as soon as he gets it. There is a psychological time to block a punt. The team



**Stratified Transitional  
Man-to-Man Defense  
with a zone principle.**  
(Coach Allen)



that tries to block every punt seldom ever blocks any punt. When you have your opponents kicking inside their ten-yard line, and you haven't been trying very hard before to block a punt, you throw everything into it now and you may block a punt in territory where it really will do some good. Nothing demoralizes a team more than having a punt blocked in such territory.

The quick kick, which is being used more and more, is a very important weapon and should be used frequently. The most common quick-kick technique is the "Rocker Kick." Much depends on the center's accurate passing to be able to execute the kick rapidly and successfully. The right-footed kicker should rock back on the left foot. Keep the kicking foot still and in place. Step forward with the left foot, then rapidly bring the right foot up to kick. Keep the body low and well bent over. To start the kick, the kicker is in a regular running stance. The ball should be passed about knee high.

In forward passing, Gwin Henry emphasized sending all the receivers and also all the decoys in the same direction that the pass is to be thrown, not believing in the theory that some have in sending a decoy into the opposite territory to draw the back over. Most of the success of the forward pass depends on the accuracy of the passer. The majority of coaches run

the bulk of their plays to the right, but here again we find a different theory. Gwin Henry says: "Nearly all teams put their best defensive end and tackle on the left side of their line, so for this reason we run the majority of our plays to the left." The writer can see the merits in such strategy.

**Elmer Holm on Football**—The line coach at Washburn College took up in detail the use of the various blocks, and outlined the defensive fundamentals. He gave four points in awareness which defensive linemen, and especially tackles, should observe. These, of course, were given in addition to the more familiar points on the technique of defensive line play.

1—I must keep my eyes on the ball rather than on a lineman or a back, and I must start with the ball.

2—I must distribute my weight on the balls of my feet in such a way that I can get under way instantly.

3—I must be relaxed while waiting for the offensive center to snap the ball.

4—I must be braced in case I am surprised so that my first movement does not draw me off my balance.

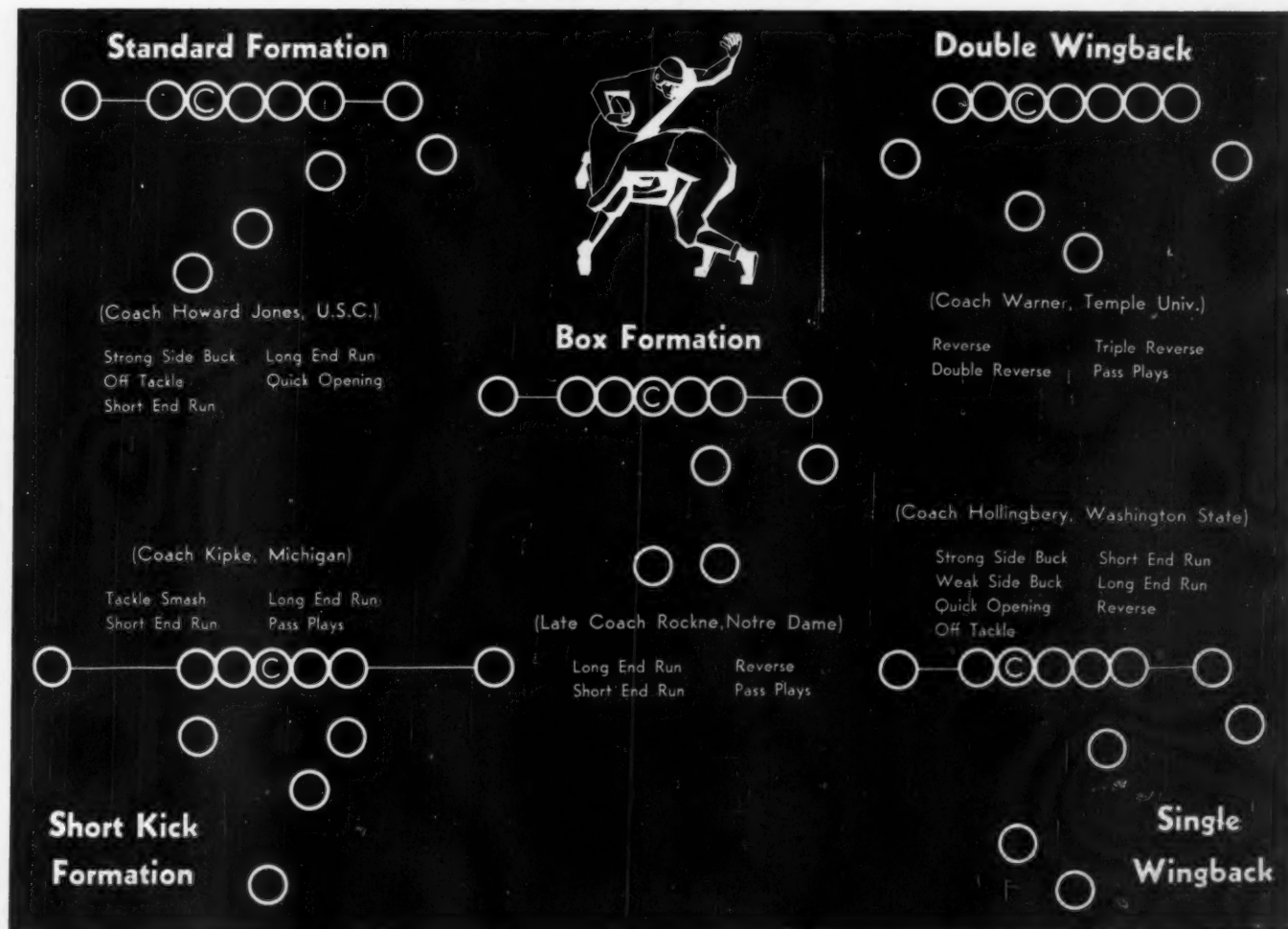
**Dutch Lonberg on Basketball**—Lonberg uses the fast-breaking offense at Northwestern, timing the speed of the break according to the situation. He gave several first-principles of his fast-break attack. "We never pass the ball across the

court in the offensive end, but always pass it at angles," he said. With this in mind our fast break is worked as follows: Upon recovery of the ball in the defensive area of the court, such as a rebound or intercepted pass, our players go down the court in a V formation, three players, one near each sideline and one in the center of the court. The two outside players are in the lead with the middle player one to two yards behind. As the ball is passed back and forth it is always passed slightly backward to the center man who will always pass the ball forward and to the side.

"The pass is not backward so much as it might appear as the No. 2 man on the side is coming up to meet the pass. When the player gets to the free-throw circle the pass or shot is made (the closer the better) the center holding up on the free-throw line and watching for a straight out rebound. The forwards do not cross under the basket but hold up on their own sides for shots and rebounds from their own side of the goal. The two forwards who usually are the outside players must hold up and come meet the first or outlet pass before starting down the court on their fast break. The players can always dribble until they are ready to pass. The pass should be made so as to reach the team mate, from the waist to the shoulder level. The passer has more to do with the receiving [Continued on page 24]

## Popular Formations and Their Strong Points

[ As presented at Washington State Coaching School ]





# VARIATIONS ON RECEIVING THE KICK-OFF

By William L. Foley

**There is usually enough time to form the wedge and get it going full steam ahead, all hands on deck**

The Bloomfield, N. J., High School football team, perennially strong, Class A New Jersey state champions in 1933, is especially gifted in the fast-fading art of running back kick-offs. Their coach tells here his team's method of gaining these important early yards. Mr. Foley has been coaching the Bloomfield football, basketball and baseball teams since the season of 1915, with time out for war. He had great success with the Goldfield, Nevada, High School teams before going to Bloomfield.

**R**ECEPTION of the kick-off is said to be a pretty well neglected feature of the attack, from the coach's point of view. It is one of those things that so many coaches "never get around to." They either don't have time to give to developing this part of the game, or they believe that it is relatively unimportant—that no matter how intently the players drill on kick-off reception the ball will not be returned any further on the average.

I never shared any of these views. To me the kick-off offers a grand opportunity to get going at the very outset, and, with many other coaches I feel that a good, substantial run from receiving the kick-off is as fine a stimulus as there is for spurring on a lagging team and keeping a peppy team in high spirits.

From the accompanying diagrams the relative positions of the players on the receiving team may be seen. We like to have the halfbacks stay wide so that they can be running in toward center, and thus in the direction of the wedge, to take the ball out of the air.

It seems trite to say that the first rule in receiving the kick-off is to *receive* it; that is to catch it. The player who is going to take it must concentrate all his attention on the ball and take every pains to catch it securely before giving attention to the job of running with it. It is a horrible experience to muff the kick-off, no less horrible for the coach on the bench than the team on the field.

Diagram 1 shows the ideal wedge formation for which we strive on the majority of kick-offs received. Diagrams 2 and 3 show variations which it is important to have up the sleeve, just to keep the other team from knowing positively what is going to take place.

When I first sent Diagram 1 in to the editor of this journal he came back at me with several questions, which I want to include here with their answers, because they may be the very questions that will come up in others' minds on seeing this nicely formed wedge on paper.

**Question No. 1**—Do you manage pretty regularly to get this wedge formed on receiving kick-offs, or is it a remote objective, an ideal, which you succeed in reaching only in part.

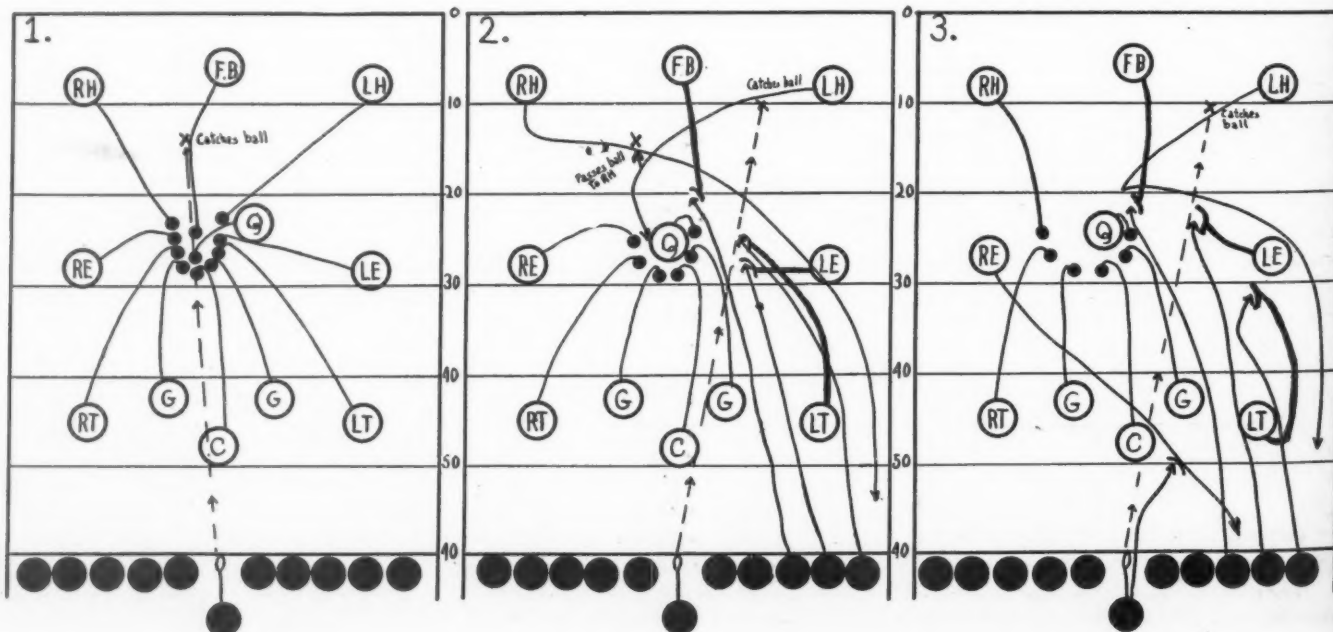
**Question No. 2**—Do the center and the players in the restraining zone get back in time to form the wedge?

**Question No. 3**—Should the players in the wedge refrain from blocking as long as possible in order to keep the wedge intact, or should they step out

early and go to meet and block opponents as they approach?

**Answer to Question No. 1**—Yes, when the ball is kicked deep enough so that one of the three deep backs takes it (which is usually the case) we have plenty of time to form the wedge. It is not a remote objective, but one that is very near; and it is an ideal that we find within reach. Some coaches may look at these diagrams and say that it is good stuff on paper but on the gridiron it won't work. My answer is that it has been working.

**Answer to Question No. 2**—The center has to step on it fast, and if he is a slow man we will play him with his heels on the 40-yard line. These five forward players in the restraining zone have a ten- to twenty-yard start on the kicking team, and they can start moving back just the instant after the ball is booted, when they are certain that no short kick is coming. In practise some of these forward players will complain that they cannot get back in time. It was probably because he was more the spectator than the player. These fellows generally watch the ball until it is on the descent, and then go back to join the wedge. They have to be quicker on the trigger than that. Like the outfielder in baseball, they have to be away with the crack of the bat, taking in instantly the height and direction of the ball. When the kick goes to the quarterback all the players cannot get in this wedge unless it is an extraordinarily



high kick. If it comes fairly fast the deep backs will be out of it. The head men will form the wedge by themselves and drive ahead. If the ball goes too deep for the quarterback to take either standing still or coming forward, then it is the fullback's ball. We do not want any of our players retreating to receive either kick-offs or punts. Safety first—run toward them. Thus, you get safety with speed, a combination not ordinarily found. On kick-offs that go out to the flanks where the ends play, the receiver does not wait for the wedge, but picks up what there is of it (the guards, one tackle, center, quarterback) and is off for every inch of ground he can get. He is already on his own 30-yard line, and just a 10-yard run will give his own team the advantage on the kick. The 35-yard line is said to be the point from which neither team has the advantage. We practise a great deal on bounding kicks, just to prepare the ends and the five men in the restraining line for the emergencies. They are often the turning points of the campaign.

*Answer to Question No. 3*—Yes, the players in the wedge as it moves ahead should let the opposing team come right in before blocking them. The blocking is done with the feet on the ground, and where simply bumping into an opponent will be sufficient to remove him as a possible tackler, that ought to be done so that the blocker, or bumper, can continue on to another opponent. Our wedge very seldom gets piled up. The players in it must run with force and be quick to make the block when they see it must be made. Being aggressive in this way practically eliminates piling up. Piling up occurs when the wedge runs more or less passively, standing upright at all costs.

As said before, the normal kick is one that one of the three deep backs can handle. The center, or the man who is playing the center position, must be a good judge of distance, so that he can retreat to just the proper spot in order to have the wedge moving at full speed for the ball-carrier. The center is the keystone of the wedge, and it is important to place in this position (on the kick-off at least) a player who fills the bill. If his judgment is bad and he goes back too far to form the wedge, the ball-carrier will overtake the wedge and be blocked by his own weapon. If the center does not go far enough back, the wedge will get underway too soon and the ball-carrier cannot catch it, and will be tackled from behind by the ends or tackles coming in from the flanks.

When the center goes back he sees that his teammates are forming prop-

erly behind him, keeping a corner of his eye on what the ball-catcher is doing. The guards can get back in the wedge as quickly as the center, with their inside shoulders being just behind the outside shoulder of the center on their side. The tackles, being further out on the field, have to break out all their speed and get back behind the guards in the same relative position as the guards are behind the center. The ends swing across and take similar positions behind the tackles. The two backs not receiving the ball tear up the field and get behind the ends. The quarterback can fill in in the apex of the wedge. As the two guards get into position the wedge starts to move. By the time the tackles and ends are in, the wedge is driving ahead. By the time the two backs are up into position the wedge should be under full steam, going as fast as it is possible for the men to run. The wedge must be developed at the proper spot and the three speeds properly regulated so that the ball-carrier can come up at full speed and barely overtake it, getting right up into the core of it. Up in there he has protection and deception to his advantage, for it is often impossible to see just who has the ball. This is especially true when the quarterback is in there, too.

The wedge itself should be kept compact and should not string out, or be too wide across or have gaps in between the men. Should a man leave the wedge to block or go down, the man behind jumps ahead into his place.

## Diagram 2

Diagram 2 shows a criss-cross on the kick-off which may sweep around the end for a long gain. It requires nice timing, handling of the ball and good blocking. It is a good check on the preceding wedge and may cause the ends to think twice before they cut in too sharply on the next kick-off. It may also act as a boomerang because of the handling of the ball and result in a fumble, or worse than that, two backs may crack heads and the ball roll loose. However, it is well to practice it, for it will teach your own team to be awake when they are kicking off. In this diagram the left halfback catches the ball and cuts over toward the center of the field to get behind the wedge which is being formed. The right halfback on the other side of the field moves ahead quickly to about as far up the field as the pass is to be made, and then comes across the field, passes behind the ball-carrier and receives a backward pass which is made behind the passer's hip, and is *not* reached out to him. This

right halfback swings wide around toward the sideline and then moves up the field. The left halfback continues on to block any opponents who may be coming in. The first back to receive the ball must make it look like a real swing across the field in order to draw the opponents over to the other side of the field away from the side where the ball is actually going, neither slowing up or looking anywhere else but at the opponents in front of him, but at the same time, keeping the right halfback in view through the corner of his eye. The right halfback must do everything but show that he is to get the ball. The fullback moves ahead keeping his eye on the third opponent from his left side and allowing him to come down the field and trap himself by going in to make the tackle behind the wedge. When the fullback gets him in position, he smacks him in. The rest of the team with the exception of the left end and the left tackle, form the wedge as usual, making it look real. The left end loafs and allows the opponent second from the end on his side to come down the field and cut in to make the tackle; then he follows and blocks him, being careful to make a legal block. The left tackle follows the end on his side down the field keeping outside of him, and when the end dips in to make the tackle, he takes a crack at him, being careful to make it legal.\*

## Diagram 3

Diagram 3 shows a similar play and much safer, and if the ball-carrier does his job well, it will make the opponents' ends feel sick if they are careless about taking care of their sidelines. This play also checks on the wedge. The left halfback catches the ball and runs diagonally across the field as if to get behind the wedge, but when he is pretty well over toward the center of the field or past it, he stops on a dime and cuts back sharply and runs wide around toward the side of the field that he has just left. He *must* draw the opponents over toward the other side of the field. It is up to him. He must do his stuff and trust to his feint and luck that he has fooled the other team. Men on his team have to block for him, but they are helpless unless he fools the kicking team by his running.

His left tackle and left end work on the same men in the same way as they do in Diagram 2. The rest of the men form the wedge in the center of the field, with the exception of the right end who goes across the field after the safety man who will very likely spot

[Concluded on page 40]

\*See page 28 for diagram showing how Lou Little has the Columbia guards and tackles criss-cross to block on receiving the kick-off.



# PASSING FROM THE LINE OF SCRIMMAGE

By George Halas

The new rule of the National Federation had its baptism of fire in the professional game

The National Federation of State High School Athletic Associations, at the meeting of its football rules committee last spring, voted to adopt the rule permitting forward passes to be thrown from any point behind the line of scrimmage, instead of from any point five or more yards behind the line, as required by the National Collegiate A.A. rules. The National Federation does not require the high schools in its thirty-three member states to use its rules, but leaves the choice solely up to the state associations. Eight state associations have adopted the Federation rules: Alabama, Illinois, Iowa, Kansas, North Dakota, South Dakota, Minnesota and Wisconsin. The new pass rule is borrowed from the National Football League, where it was used last year for the first time, and generally liked. The author of the following article is president and coach of the Chicago Bears Football Club, league champions.

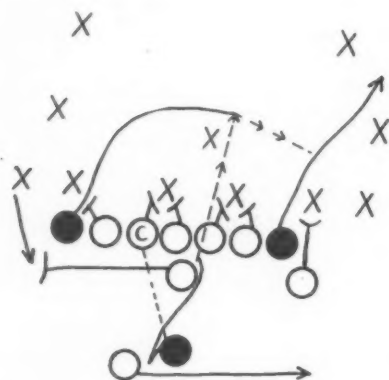


Diagram 1

THE adoption of the rule permitting the throwing of forward passes from any point behind the line of scrimmage by the high school Federation, opens up real opportunities for tactical invention by the modern-minded coach.

In the National Football League we've had the rule in effect for one season. Admittedly, we have only sounded its offensive possibilities but we've learned enough about it to know that it wipes out the advantage which the defense, in the modern game, was rapidly acquiring over the attack.

You may find it interesting to look over some of the maneuvers, made possible by this forward pass rule, which the Bears have found workable against high-powered opponents. In examining the plays you may be a bit surprised by their simplicity. Like nearly all sound football tactics, however, they depend for success on swiftness, some deception and correct execution of carefully timed assignments.

First let's have a look at the type of play which, with variations, scored touchdown after touchdown for the

Bears in 1933—including the winning marker in our 23 to 21 victory over the New York Giants for the title. This play is shown in Diagram 1.

On this play the Bear fullback, Bronko Nagurski (or his alternate, Jack Manders), received the pass directly from center, half spun, faking to Red Grange, then drove forward. Just as he reached the line of scrimmage, however, he leaped high, throwing a short pass, as the diagram indicates, to his left end. As the defense closed in on the receiver, the latter tossed a lateral to his companion end. While Bill Hewitt of Michigan and Bill Karr of West Virginia are probably the finest ends in the country, that does not mean that a good pair of high school wingmen can't work the play relatively as well.

Should you decide to try out this maneuver you will discover early that it requires a good deal of work with the fullback making the pass. For one thing, he must learn to fake his plunge with realism if he is to suck in the middle man in the second line of the 6-3-2 defense indicated in the chart.

His technique in delivering the ball is another matter requiring careful work and coaching. As the fullback drives toward the line of scrimmage, he must gather himself, get his body

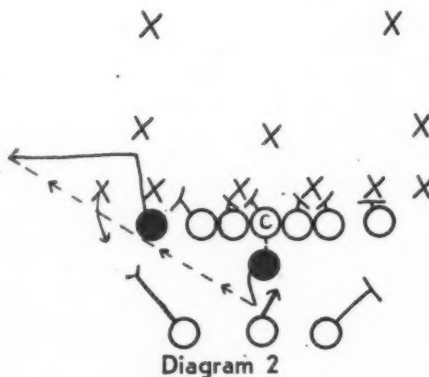


Diagram 2

under complete control, and take off on his left foot. As he leaps up he brings his right arm upward at the same time with the wrist cocked to get the snap for the throw. He must develop the knack of suspending himself in mid-air for a split second just before he lets go of the ball. (See cut on opposite page.) This will come with practice.

You'll probably find, also, that the fullback at first has a tendency to throw the ball at a downward slant.

That, obviously, is wrong. It increases the danger of the pass being batted down, or intercepted by intervening defensive men and makes it difficult, if not impossible, for the receiver to snare the ball. The pass should travel on the same plane at which it is thrown so that the receiver takes it high.

Diagram 1 indicates a 6-3-2 defense. Against the Bears, the Green Bay Packers placed Cal Hubbard, giant lineman, in the middle of the second line. He is one of the greatest linemen football has produced and proceeded to stop our running attack cold. But his eagerness to back up the line, and early commitment, enabled us to work this type of short forward-and-lateral against him. Against a seven man line the formation has an even better chance of success.

This type of play also helps the running attack. The up men in the secondary dare not commit themselves as quickly as they did in past days when, unless someone was five yards back of the line or going back, the danger of a forward was nil and the play could be quickly diagnosed. This momentary inaction on the part of the secondary is an added advantage for running play, as you may discover this fall to your joy—or possibly, grief.

Now let's go over a short-pass play which depends upon catching the defense flat-footed for successful execution. (Diagram 2.) This formation, with a quick pass from the quarterback to a speeding end out in the flat, is self explanatory. Obviously, it requires a speed-charged receiver who gets the jump on his man and out-runs and out-leaps him. It is, of course, a dangerous play, with the defensive half in a position to go to market, if he intercepts the pass. But we operate on the theory that you've got to take some chances to [Concluded on page 38]

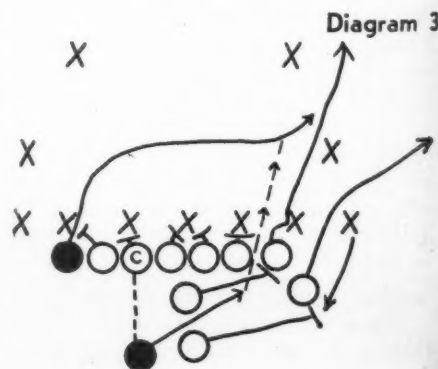
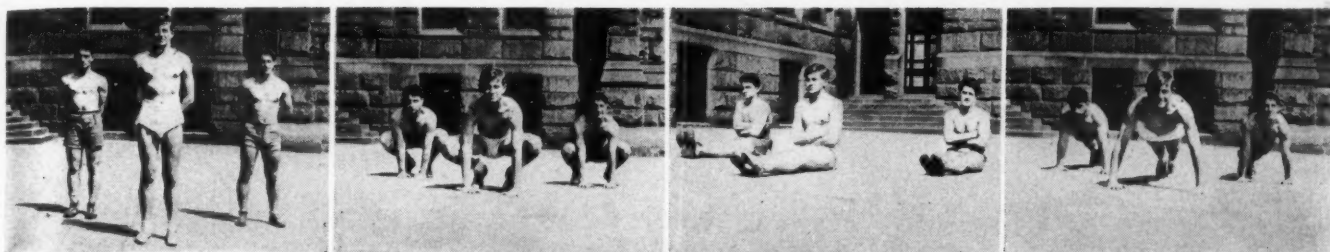


Diagram 3



# A STIFF WORKOUT IN THREE MINUTES



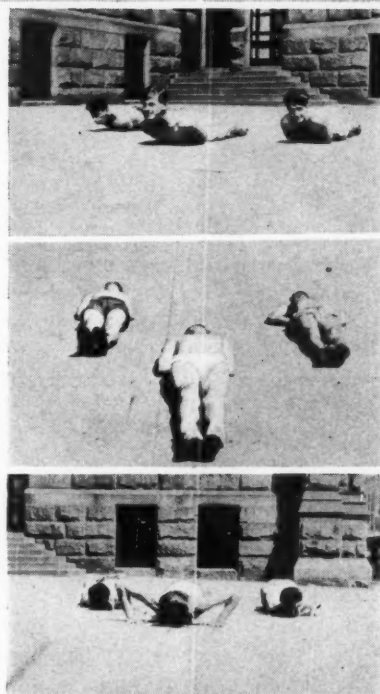
THE Old Dartmouth grass drill for the conditioning of football players was originally used by the late Coach Frank W. Cavanaugh as a quick, exciting way of warming up and hardening up his players before each practise. The drill differed from the usual calisthenics in that it embodied some of the most difficult movements—difficult in that they had to be made from awkward positions into other awkward positions at the fastest possible speed, sometimes without the use of the hands.

Cavanaugh, as he brought out in his book *Inside Football*, got the idea from a friend of his, Stephen Chase, a former intercollegiate champion high hurdler and world's record holder. Chase would have his two small sons, one five years old and the other three, lie on the floor in unnaturally tangled-up positions, which he would arrange. At a given signal they would untangle themselves and jump to an erect standing position as speedily as possible. At first the older boy invariably won the contest, but at the end of two weeks the problem of deciding the winner became increasingly more difficult as the small boy mastered the coordinations and sped up his whole response to the starting signal.

Impressed by the value of the game in developing alertness, nimbleness and in eradicating the clumsiness common in younger boys, Cavanaugh decided to experiment with an adaptation of the exercise with his football men. The so-called Dartmouth grass drill was the outcome of the experiment. It was based on the idea of placing the men in the most awkward positions and requiring them to assume other awkward positions quickly.

The players would line up in rows, each player six feet distance from any other. At the leader's command, they would fly from one position to the other and stay in the new position until another command came. It was easy for the leader to detect laggards and the slow men, and to note whether they were regularly behind the others or whether they were improving and catching up with the group.

In the drill all positions except at-



tention and go were done with the body stretched out on the ground, with the arms placed in the most clumsy and least helpful positions. The best method of gaining the objective in the least possible time was by a strict economy of movement, every motion of every muscle counting toward higher efficiency.

After the command *attention*, the leader gives the command *back*; the student drops to the ground, falls on his back, lying with arms folded behind his back so that his finger tips protrude at the waist. At the command *right* the student turns on his right side with both arms behind, with one hand grasping the other wrist. Then a turn to the left side at the command *left*. At the command *go* the student rolls over on his back and pumps his legs "riding a bicycle upside down," with fast and slow speeds, at command.

The grass drill is suitable for high school players and many variations may be introduced. I usually add a forward roll, or a football shoulder roll, and squat and lean positions. Having noted the good response of the players to this sort of drill—which is

brief and to the point and is all over in three minutes—I made some modifications in the drill to extend the use of it to physical education classes in the gymnasium. The accompanying photographs show seven of the positions, including the initial position *ready*. The instructor must time his commands so that the boys are not required to move continuously, but are given the opportunity to come to a stop in the new position before another command is given. If this precaution is observed there is little chance of injury in the use of the drill on hard floors. It may readily be seen that the command *sit* should not follow *ready*, but that the intermediate position, *squat*, should be used. Other positions are flat on the stomach with the neck and head curved up and the arms folded across the chest; flat on the back with arms folded fully behind; over again on the stomach ready for a push-up.

Advantages of the drill are that it is easy to learn; it develops quick response to the spoken word; it invites attentiveness and alertness; it places a premium on speed attended by caution; it develops muscular coordination through difficult but interesting movements; it gives an extraordinary amount of exercise in a small amount of time.

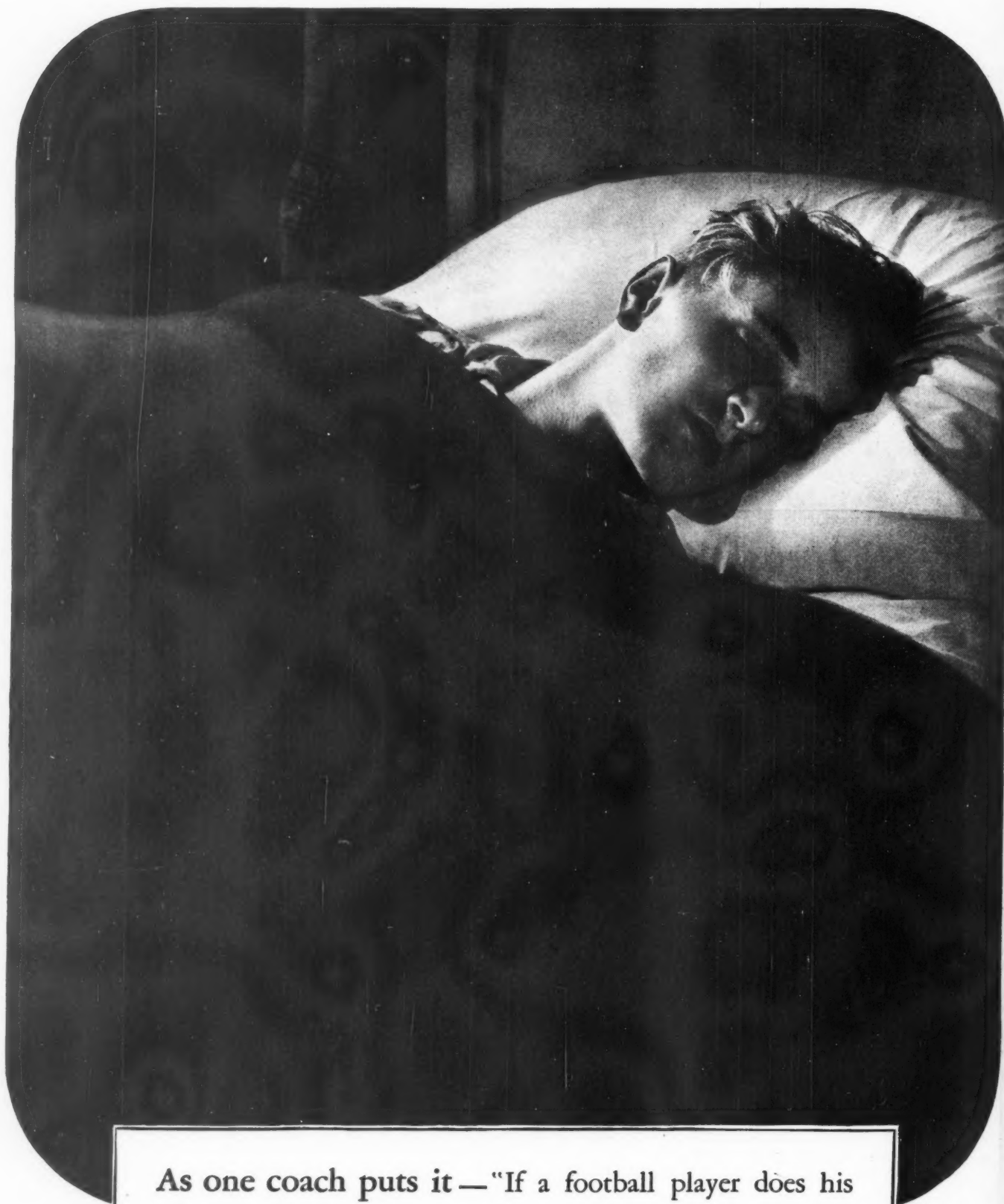
The physical education instructor probably will obtain more exercise from his class if he explains the origin of the drill and mentions that it is used by football teams as conditioning exercises. Each boy in the class will imagine that he is a potential football player, which may mean much more efficient work from the entire class.

The list of positions may be varied from time to time and also other suitable positions may be suggested according to the conditions under which the drill is given.

The drill has been used in physical education classes in the gymnasium with at least two hundred boys doing the drill at the same time.

A. M. BARRON,  
Central High School,  
Philadelphia.

# Here's where a football player does




As one coach puts it — "If a football player does his sleeping in a good comfortable bed, he'll do less of it on the field."




A

W  
C

# es an important part of his training

 FOOTBALL players need sleep, in large, sound and solid chunks—they're great energy burners.

And anything that cuts into a player's sleep cuts into his speed, his stamina—and his ability to do a lot of thinking in a split-second of time.

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over-activity. Often it upsets digestion.

Postum *isn't* a caffeine-containing drink. It contains no drug-stimulant of any kind. And while it gives the palate-pleasing satisfaction of coffee it does so without the possibility of coffee's harmful effects. You see, Postum is simply whole wheat and bran, roasted to bring out its full, rich flavor.



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HARRY KIPKE  
(Michigan)



WALLACE WADE  
(Duke University)

"Postum is free from caffeine and cannot interfere with the sound sleep, steady nerves and good digestion so essential to physical fitness."



JAMES PHELAN  
(University of Washington)

"Hot mealtime drinks during training season used to be a problem for athletes—the caffeine in coffee too often causes nervousness, indigestion and loss of sleep. But Postum provided the solution."



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# SCHOOL ATHLETICS AND THE CHANGING TIMES

By Elmer Berry

The problem of controlling competition is individual, team, business and national in nature

Dr. Berry has recently returned to the United States after seven years abroad as director of the International Y.M.C.A. School in Geneva. From this position in the middle of the stream of world social and political currents, he has been close witness to the turbulent forces that are altering the life of man with epoch-making speed. What adaptation to this changing world should schools make in their attitude toward competition, and in their management of athletic games? Dr. Berry's article is a partial answer to this question.

**W**E are living in a new age. In other countries the educational systems are being used to put across the new ideals which the governments desire to promote. Striking results may be seen in Italy, Germany, Russia, and Turkey.

If athletics are the great laboratory for American citizenship of our educational system which many have claimed them to be, then it may well be asked how they contribute to the new ideas of the present day. Does the intense competitive spirit of inter-school and intercollegiate athletics contribute to the new points of view or directly antagonize them? Does our present form of athletics tend to assist our modern leaders or directly handicap them? Is the modern spirit competition or coöperation? Must there be a change in our type of athletics or perhaps in our emphasis? If so, what and how? These are questions which may well command the attention of educators and athletic leaders.

Of course there has always been a group who have admitted no transfer values to athletics; who have contended that athletics have no social, ethical, or emotional values that influence the rest of life. Or at any rate such possibility is so remote and so dependent upon very special expert teaching which rarely exists that it seldom occurs. To such, the question is superfluous and academic. But in general our great educational system has accepted physical education and athletic competition, an important part of its program, as a fundamental and basic constituent.

And we believe, without as yet very definite proof but with strong practical confidence, that athletics can contribute great social and individual characteristics and attitudes needed for the production of citizens in our democratic melting pot.

We have believed that the group learned team work, team play, organ-



Wide World

SPORTS AS WAR PREPARATION: RUSSIAN GIRLS IN SPORTS PARADE THROUGH MOSCOW'S RED SQUARE, CARRYING GTO BANNERS ("READY FOR WAR AND DEFENSE.")

ization, coöperation, school spirit, unity, fellowship, self sacrifice, willingness to put the nation above the individual.

Germany and Italy are striking examples today of this nationalistic purpose and the patriotism of Jahn and the national fervor of the Sokols is a tribute to the unifying influence of great mass gymnastic demonstrations. So, too, the individual learned initiative, aggressiveness, self-confidence, "fight," self-control, the never-say-die spirit, leadership.

Out of our athletics came our leaders in military life, our captains of industry, our business executives—our *leaders*. Life was a game to be played like a game. It was a great contest. It was a survival of the fittest. To him with the greatest initiative, resourcefulness, determination, confidence, "fight," and to the nation with the greatest coöperative team spirit and unity went the victory. Such, in general, was the teaching of our pioneer experiences and the basis of our rugged industrial system and our capitalistic organization.

Today all this is called into serious question. Communistic ideas, socialistic programs, Fascist and Nazi governments and the American New Deal compel a reconsideration of values.

What is the New Deal? To one returning to his home land after a seven

years' sojourn abroad, this is indeed a poser. It is doubtful indeed if our leaders themselves know or dare guess what it may become. At any rate, it is a hopeful way out, and to a world needing international leadership, international spirit, fellowship and thinking, but beset with national jealousies, intrigues and plans, it is an experiment watched with admiration, hope and fear. For the world as well as for ourselves, the experiment must succeed.

One difference between the new and old points of view is becoming increasingly clear. The old unbridled, uncontrolled spirit of competition, the do-as-you-please, every-fellow-for-himself and devil-take-the-hindmost idea is dead. It smacks too much of the theory of might is right, "Deutschland uber Alles," "Brittania rules the waves," "U. S. A. bigger and better." In the future we will have to work by the code, the rules of the game will have to be observed, and the game will be an international—a world—game. How we are to do this and keep individual initiative, aggressiveness and energy, and reward it without continuing to be victims of uncontrolled competition, is a problem. It is a problem that is individual, team, business, and national in nature.

To this problem athletics are imme-

[Concluded on page 30]

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\*Established by nation-wide survey recently made by A. C. Nielsen Co.





# A NEW AMERICAN DANCE CENTER

By Martha Hill

First session of the Bennington School attracts 104 students, distinguished staff

**A**MONG the urgent questions being debated in a time of change such as that in which we are living, is that of the place of the arts in American life. This question is being answered in countless different ways at as many separate points. It is difficult to locate instances in which the advance of the arts as an enriching force in life can be measured, but one tangible evidence is to be found in the many new ventures for art study being initiated throughout the country. A genuine interest in art study, a willingness to work in the arts as novice and craftsman, are unmistakable proof of a well-founded impulse to give the arts their place in the scheme of everyday living. Eager and painstaking study is the antidote for indifference and dilettantism which undermine honest growth in the arts.

Significant among these new study ventures is the Bennington School of the Dance which has just completed its first session. Under the auspices of Bennington College, in Vermont, which includes all of the arts as an essential part of its curriculum, the Bennington School of the Dance is designed to bring together leaders and students interested in an impartial analysis of the important contemporary trends in the dance. The School is an adult education enterprise, non-partisan in underlying principle and non-profitmaking in organization.

The program of work of the School was organized in two main groups: intensive units of work conducted in sequence by the members of the visiting staff; and continuous work for the entire six weeks session carried on by the permanent staff. The visiting staff of the School included outstanding leaders of the art in this country. John Martin, dance critic of *The New York Times* and author of *The Modern Dance*, lectured and led discussions of dance history and criticism the first and last weeks of the session and conducted a final symposium on modernism in the dance. During the other four weeks of the session, the course in "Modern Dance" was taught successively by Martha Graham, Charles Weidman, and Doris Humphrey, leading American dancers, and by Hanya Holm, director of the New York Wigman School.

The permanent staff of the School included Louis Horst, musician, critic



BENNINGTON COLLEGE, VERMONT

and composer for the modern dance, who has directed a course in "Music Related to Movement," in which the students composed and presented for criticism dances based on pre-classic forms—the sarabande, pavane, gavotte, rigaudon, bourree, allemande, chaconne, and other dance forms from the suites of the period. Mr. Horst was assisted by May O'Donnell and Dini de Remer. Courses in "Fundamental Techniques of Movement," "Dance Composition" from the aspect of a technical analysis of form, and "Teaching Methods and Materials" were taught by Martha Hill, assisted by Bessie Schönberg. "Music for Dancers" was directed by Gregory Tucker, musician and member of the Bennington College faculty. Groups in production studied the problems of staging, lighting, costume, and make-up in relation to the dance, under the direction of Jane Ogborn, who is a member of the Bennington College faculty.

In addition to the regular courses there have been lecture-discussions for the School and its guests, led by members of the visiting staff—Miss Graham, Miss Humphrey, Miss Holm, and Mr. Martin. These meetings have been most fruitful in clarifying the work of the week and in setting it into relationship with the whole modern dance movement.

Other evening meetings were de-

signed to relate other fields of art and science to the dance. This calendar included: "Physics Applied to Human Movement," Paul Garrett of the science division of Bennington College; "Modernism in Poetry," Genevieve Taggard of the division of literature of Bennington College; an exhibition of paintings and a lecture on "The Background of Contemporary American Painting," Jane Wellington of Wayne University, Detroit; "The Bennington College Plan," President Robert D. Leigh of Bennington College; a piano recital of Bach organ fugues, Ruth and Norman Lloyd of the staff of the Bennington School of the Dance; piano recital, "Music Related to the Dance," Louis Horst.

A series of four recitals in the modern dance and music was sponsored by the School. While these recitals were open to the community, they were most significant as an integral part of the work of the School. Martha Graham appeared in recital July 20; Doris Humphrey and Charles Weidman, July 27; Gregory Tucker presented a program of piano music on August 3; and on August 10 a joint program was given. On this last recital program Hanya Holm directed a group of students in a demonstration of techniques from the modern German dance. The second half of the program was made up of student dances, compositions based on pre-



classic forms under the direction of Louis Horst, and dance compositions under the direction of Martha Hill.

The original plan of the School is plainly evident in this broad program. The program constituted an impartial cross-section of the art in its many phases. Upon the foundation of this experience, the individual student builds for himself a critical standard which serves as the guide to new experiences. Such a standard should be free of prejudice and blind spots. It should be built with the conviction which comes from a thorough examination of the whole field. It was to this end that the plan was designed and the evidence from the students who participated in the School this first summer is that the plan achieved its purpose to a gratifying extent.

The student body of this first session of the School was interesting for many reasons, one of them being the testimony which it offered as to the widespread and vital interest in the modern dance in America. There were 104 students enrolled from 27 states and Canada. Students came from all parts of the country, from California and Oregon, from Florida and Georgia, from Iowa and Illinois, from Maine and Massachusetts. Thirty-three colleges and universities were represented by teachers of dance. Among these were Vassar, Wellesley, Barnard, Carleton, Oberlin, Mt. Holyoke, Sarah Lawrence, Hood and Sweet Briar Colleges; the universities of California, Illinois, Idaho, Michigan, Nebraska, Oregon, and Iowa; and McGill University, Ohio Wesleyan University, New College of Teachers College, Columbia University, and Colorado and New Jersey State Teachers Colleges.

In addition to colleges and universities, teachers of the dance came from public school systems, private schools, and private dance studios. A number of college students and several high school students completed the number. The ability and previous experience ranged from beginners to concert dancers.

With such a group working together for the period of six weeks, one would expect many contributions to the field of dance. Considerable work was done by committees in building an historical chart of dance and related fields, and in completing an independent study of percussion accompaniment for the dance. Experimentation in taking movies of the dance was carried on during the summer.

Early in the fall the advisory board of the School will meet to consider plans for the future of the School.

# KERR

OF

# COLGATE

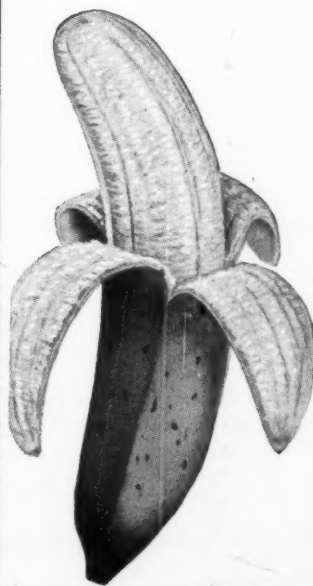
*speaks about*

# bananas



"So far as athletes are concerned, I find bananas especially valuable for two reasons: First, they release a certain amount of energy quickly, and thus help fairly rapid recovery from fatigue. Second, they also supply energy for a considerable time after the meal, owing to the slower absorption of some of their sugars. Because of this staying power, I permit my men to eat bananas regularly, even for breakfast the day of a game. The fruit must be fully ripe, of course."

*Andrew Kerr*  
Coach Colgate University  
Hamilton, New York



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School.....

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# Rules Governing Interscholastic Sport as Applied by the

RULES	ALABAMA*	ARIZONA*	ARKANSAS*	CALIFORNIA	COLORADO*	CONNECTICUT*	DELAWARE*	FLORIDA*	GEORGIA*	IDAHO*	ILLINOIS*	INDIANA*	IOWA*	KANSAS*	KENTUCKY	LOUISIANA*	MAINE	MARYLAND*	MASSACHUSETTS	MICHIGAN*	MINNESOTA*	MISSISSIPPI*	MISSOURI*
AGE LIMIT	21	21	21	21	21	20	21	21	20	20	20	20	20	21	20	20	20	20	20	20	20	20	21
SEMESTER LIMIT (Attendance)	8	8	8	8	8	8	8	10	8	8	8	8	8	8	8	10	8	8	8	8	8	8	8
SEASON LIMIT IN ANY SPORT	3-3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
GRADE LIMIT																							
Senior H. S. Students only	No	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	No	Yes	Yes	No	No	Yes
Graduate Students	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
Junior H. S. or Elementary	Yes	No	No	No	No	No	(c)	Yes	No	No	No	Yes (c)	No	No	Yes	Yes (c)	No	Yes	No (c)	Yes	Yes	Yes	No
NUMBER OF SPORTS																							
Any limit	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
ACADEMIC REQUIREMENTS																							
Current semester hours	15	15	15	15	14	15	15	15	15	15	15	15	15	15	15	15	15	15	14	15	20	15	15
Previous semester hours	15	15	15	15	14	15	15	15	15	15	15	15	15	15	15	15	15	15	14	15	15	15	15
Make-up of "previous semester" accepted	No	No	No	No	No	No	No	Yes	Yes	No	No	Yes	No	No	Yes	No	No (a)	Yes	No	No	Yes	No	No
ENROLLMENT AFTER OPENING OF SEMESTER, WITHIN: DAYS	20	15	10	No	21	10	30	10	10	11	11	0	10	13	20	11	21	1 wk.	15	15	15	15	11
MAXIMUM LAPSE IN ATTENDANCE AT ONE TIME: DAYS		10	15 sem.	No	(c)	(c)	10	9	0	(h)	(h)	(h)	(h)	(h)	(h)	(h)	(h)	(h)	(h)	(h)	(h)	(h)	(h)
Exemption for illness	Yes	Yes	Yes	Yes	No	Yes	No	Yes	No	Yes	No	Yes	Yes	Yes	Yes	Yes	(a)	Yes	Yes	No	Yes	Yes	Yes
Exemption for military duty	(a)	(a)	(a)	(a)	No	No	No	No	No	Yes	Yes	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
MINIMUM ATTENDANCE TO COUNT ONE SEMESTER: DAYS	15	15	50	15	20	20	10	20	20	10	Any	20	15	6 wks.	20	45	3 wks.	15	10	10	10	10	10
AMATEUR RULE ENFORCED	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
May accept expenses	Yes	No	Yes	Yes	Yes	No	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
May officiate for pay	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
May accept pay for sports in which he does not compete in school	No	No	No	No	No	No	No	No	No	No	No	No	No	Yes	No	No	No	No	No	No	No	No	No
FALSE NAME PENALTY																							
Permanent disbarment	No	No	No	Yes	Yes	No	No	Yes	No	Yes	Yes	Yes	Yes (a)	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No
Period of Disbarment	1 yr.	(a)	(a)	Yes	1 yr.	(a)	1 yr.	(a)	1 yr.	(a)	1 yr.	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)
ATHLETICS OUTSIDE SCHOOL																							
Prohibited	Yes	Yes	Yes	Yes	No	Yes	(d)	No	Yes	No	No	No	No	No	Yes	No	No	(f)	Yes	No	Yes	No	No
Permitted with Principal's consent	No (e)	No	No	No	Yes	No	Yes	Yes	Yes (e)	Yes	Yes (e)	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
TRANSFERRED STUDENTS																							
If parents move along	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes
Eligible at once	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes
Eligible after																(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)
If parents do not move	No	No	No	No	No	No	No	No	No	No	No	No	No	No	(e)	No	No	No	No	No	No	No	No
Eligible at once	No	No	No	No	No	No	No	No	No	No	No	No	No	No	(e)	No	No	No	No	No	No	No	No
Eligible after	1 yr.	2 sem.	1 yr.	1 yr.	1 yr.	1 yr.	1 sem.	1 sem.	1 sem.	1 yr.	1 yr.	1 sem.	18 wks.	(e)	1 yr.	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)
AWARDS BY SCHOOLS TO ATHLETES																							
Any limit	Yes	Yes	No	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	Yes	Yes	No	Yes
Sweaters	No	No	No	No	No	No	No	No	No	No	No	Yes	No	No	No	No	No	No	Yes	No	No	No	No
Letters only	No	No	No	Yes	No	Yes	No	Yes	No	Yes	No	No	Yes	No	No	No	No	Yes	No	No	No	No	No
Value limit	\$1.00	\$1.00	No	No	40c	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	No	\$1.00	\$1.00	\$1.00	No	No	No	Yes	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00
AWARDS IN MEETS																							
Any limit	Yes	Yes	No	A.A.U. Limit	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	No	Yes	Yes	No	Yes
Limited to cups, medals and similar trophies	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	(f)	Yes	Yes	No	Yes
GIRLS' COMPETITION																							
Any limit	(b)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	(b)	(b)	Yes	No	No	Yes	No	Yes	No	No	Yes
Basketball	(b)	No	No	No	No	Yes	No	Yes	Yes	No	Yes	No	No	No	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes
Tournaments	(b)	No	No	No	No	Yes	No	Yes	Yes	No	Yes	No	No	No	No	No	No	Yes	No	No	No	No	Yes
Golf	(b)	No	No	No	No	Yes	Yes	No	Yes	Yes	Yes	No	No	No	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes
Tennis	(b)	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	No	No	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes
Archery	(b)	No	No	No	No	Yes	Yes	No	Yes	Yes	No	No	No	No	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes
MAY RULES BE WAIVED BY AGREEMENT	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
FINAL CONTROL LODGED IN																							
Principals	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes
Coaches	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No (g)	No	No	No	No	No
RULES MADE: By General Member Vote	No	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	(g)	Yes	No	Yes	Yes	Yes
By Representatives	Yes	No	No	Yes	Yes	No	No	No	Yes	No	No	Yes	No	No	No	No	No	No	No	Yes	Yes	Yes	Yes

\*Member National Federation of State High School Athletic Associations.  
†Interpreted to mean delegates elected to represent definite districts within the state or the state at large.

(a) Subject to special action by the board of control.

(b) Not prohibited by rules, but not officially recognized by state athletic association.

(c) Special provisions for certain types of students.

(d) Prohibited except during summer vacation.

# by the Various State High School Athletic Associations

MASSACHUSETTS	MICHIGAN*	MINNESOTA*	MISSISSIPPI*	MISSOURI*	MONTANA	NEBRASKA*	NEVADA	NEW HAMPSHIRE	NEW JERSEY	NEW MEXICO*	NEW YORK*	NORTH CAROLINA	NORTH DAKOTA*	OHIO*	OKLAHOMA*	OREGON*	PENNSYLVANIA*	RHODE ISLAND	SOUTH CAROLINA	SOUTH DAKOTA*	TENNESSEE*	TEXAS	UTAH*	VERMONT	VIRGINIA*	WASHINGTON	WEST VIRGINIA*	WISCONSIN*	WYOMING	
20	20	20	21	21	20	21	20	20	20	21	19	21	20	20	21	20	20	20	21	21	21	20	20	20	20	20	21	20	20	
8	8	8	8	8	8	8	8	8	8	9	8	8	8	8	8	9	6	8	10	(h)	10	8	8	8	8	8	8	8	8	
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	
Yes	Yes	No	No	Yes	Yes	Yes	.....	Yes	Yes	Yes	No	No	No	(h)	.....	No	Yes (h)	Yes	No	Yes	No	Yes	Yes	Yes (h)	Yes	Yes	Yes	Yes	Yes	
No	No	No	No	No	.....	No	.....	No	No	No	Yes	No	No	No	No	No	No	No	No	No	No	No	No	No	.....	No	No	No	No	
(e)	Yes	Yes	Yes	No	.....	No	.....	No	No	(c)	Yes	Yes	Yes	(h)	(h)	Yes	Yes	No	Yes	(h)	Yes	No	No	No	.....	No	No	No	No	
No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	Yes	No	No	No	No	
4	15	20	15	15	15	15	.....	15	15	15	14	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	20	15	
4	15	15	15	15	15	15	.....	15	15	15	9	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	20	15	
Yes	No	No	Yes	No	Yes	Yes (h)	No	No	.....	No	No	(h)	No	No	No	No	(h)	Yes	Yes	No	No	No	No	Yes	Yes	No	No	No	(h)	
15	.....	.....	11	.....	11	20	.....	.....	(h)	20	15	.....	10	11	10	(h)	30	.....	10	16	.....	6	.....	3 wks. (1st) 10 days (2nd)	15	10	(h)	15	15	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	(h)	.....	.....	.....	.....	.....	(h)	10	.....	10	.....	10	(h)	.....	.....	(h)	10	.....	.....	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	No	Yes	.....	.....	.....	.....	.....	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	.....	.....	
3 wks.	15	10	10	20	15	.....	.....	.....	.....	1	.....	.....	10	15	1	25	15	No	10	15 (h)	20	15	(h)	6 wks.	.....	6 wks.	10	40	20	
Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	
No	Yes	Yes	Yes	Yes	.....	Yes	Yes	No	No	Yes	.....	No	No	No	No	No	No	.....	Yes	No	No	No	No	Yes	No	No	No	No	No	
No	No	No	No	.....	Yes	No	No	No	No	No	No	No	.....	No	Yes	No	No	.....	No	No	No	No	No	Yes	No	Yes	No	No	No	
No	Yes	No	(a)	No	No	Yes	No	No	No	Yes	No	.....	No	No	(h)	No	No	No	No	(a)	Yes	Yes	No	.....	No	No	No	No	No	
1 yr.	.....	.....	1 yr.	.....	(a)	.....	.....	1 yr.	.....	6 mos.	(a)	.....	1 yr.	(a)	.....	1 yr.	.....	1 yr.	(a)	.....	.....	.....	One Season	.....	1 yr.	(a)	1 yr.	1 yr.	1 yr.	
Yes	No	Yes	No	No	No	.....	No	No	Yes	Yes (d)	.....	Yes	Yes	No	No	.....	.....	.....	No	(d)	Yes	No	No	No	Yes	No (e)	(e)	Yes	No	
Yes	.....	.....	Yes	Yes	.....	.....	.....	.....	.....	.....	.....	No	No (h)	.....	Yes	No	.....	Yes	Yes	(d)	No	.....	Yes	Yes	.....	.....	.....	No	Yes	
Yes	Yes	Yes	Yes	No	Yes	.....	.....	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
.....	.....	.....	.....	2 wks.	.....	.....	.....	.....	.....	2 wks.	20-30 days	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1 yr.	.....	.....	.....	.....	.....	.....	.....	
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- (e) Prohibited if a member of school team.  
 (f) No state rule; practice varies.  
 (g) Controlled by county superintendents and state board of education.  
 (h) Special provisions.

This table compiled for Scholastic Coach by the National Federation of State High School Athletic Associations.



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## The Physiology of Athletics

By Peter V. Karpovich, M. D.

Dr. Karpovich's series for the forthcoming season will consist of articles on the various phases of physiology in relation to athletics and the training of athletes. Among these will be an article on the much-discussed, oft-misunderstood "burnt-out" athlete.

**T**HE ease and simplicity with which muscles are controlled convey the erroneous idea that the structure and operation of the muscles are very simple. An analysis of such commonplace muscular movements as are involved in walking, for instance, will convince one that this kind of exercise is not at all the simple thing that it seems to be. In walking we have to balance ourselves on several pairs of bony stilts placed on top of each other. The sequence of the movements in the various parts of the legs must be precise. When this precision is lost, as under the influence of alcohol, walking becomes an extremely difficult athletic feat. The movements involved in playing billiards are still more precise and the sequence of the muscular movements in playing a harp or violin are well-nigh miraculous. The variation in the intensity of the contractions is also remarkable. Compare the careful movements of a watch-maker with those of a blacksmith wielding his hammer.

### Structure of a muscle

Every muscle is made of many thousands of muscle fibers. These fibers are very small, the largest being about one-tenth of a millimeter in thickness and forty millimeters in length. They are bound together by means of thin sheaths of connective tissue, which are continued at the ends of the muscle as tendons attached to the bones. Each fiber consists of many fibrills immersed in liquid sarcoplasm and surrounded by a membrane-sarcolemma. Just under the sarcolemma are found many nuclei. Each fiber has at least one motor nerve fiber and also has a generous supply of blood vessels. Some muscle fibers look very red due to a greater accumulation of red pigment and are called red fibers. Some have less pigment and they are called pale fibers. The red fibers develop as a result of a greater work and that is why the meat of wild animals is redder than the meat of the domesticated animals of the same species. The muscles of a well trained athlete are also redder than the muscles of an inactive person.

### Function of a muscle

The main property of the muscle tissue is the ability to contract. In doing so a muscle becomes shorter and thicker, apparently increasing in volume. Careful measurements on isolated muscles definitely show that there is no change in volume during contraction, yet if we measure the volume of a working arm or leg, there will be an increase in volume during and

after work. This increase is due to a greater volume of blood coming to a working muscle and not to an increase in the volume of the muscle tissue itself. It is a well-known fact that shoes become tighter when the legs are tired. Experiments carried on with animals show that the weight of the muscles may be 20 percent greater even eight hours after strenuous activity. This greater weight is due to an accumulation of the lymph which probably increases the sarcoplasm content. A certain stiffness of the tired muscles results from these factors. A beneficial though slight effect of the massage after the exercise is derived from an acceleration of the lymph flow.

### Chemistry of muscle contraction

For a contraction a muscle needs glycogen which is stored for this purpose within the fibers. When a nerve impulse reaches the muscles, this glycogen undergoes certain reactions. Some heat is liberated, lactic acid is produced and the muscle contracts. No oxygen is needed for this process and an isolated muscle is able to contract many times even in an atmosphere absolutely lacking in oxygen. This fact explains why a man can run without breathing, although the amount of oxygen in the lungs and in the blood is small. If contractions are continued for some time and the supply of oxygen is inadequate, lactic acid will accumulate to such a degree that the muscle will become poisoned and will be unable to contract. In the presence of oxygen, lactic acid is partly burned up and partly changed back to glycogen. A proper respiration, therefore, is a very important factor in an endurance event, since it is responsible for the supply of oxygen.

### Training

How can we increase the efficiency of a muscle? We define efficiency as the ratio of work done to the energy used. The process of gradual improvement in efficiency is called training. Two definite changes take place during a training. First, the coordination of the muscles involved in activity improves; second, the muscle tissue attains a better development. The muscles become harder and larger. This enlargement depends on the increase in thickness of the individual fibers, and is not due to any addition of new fibers. The amount of red pigment in the muscles increases also. If the bulk of the muscle increases only moderately, then its endurance improves; if the muscle develops to a great extreme, it will be good for only an explosive type of work and endurance will suffer. A misguided training leading to an overdevelopment of the muscles converts them into powerful parasites instead of useful slaves. A strong army does not constitute a strong nation, strong muscles do not mean a

strong organism. Everybody is familiar with the advertising of the "big muscle boys" as Dr. Fishbein calls them. These "boys" promise a rapid development of the enormous muscles and assure you that it improves the general health and the masculine virility. A normal person may easily develop a bull's neck or a powerful grip which will surprise his unsuspecting friends, and this may not reflect on his health. His appetite will be greater because now he has to feed an additional amount of artificially occupied "beef" and he may feel "fine." Unfortunately many of the victims of these fellows are people with impaired health, and such a vigorous training may prove harmful to the vital internal organs. As to virility, it may mean just the opposite, as in the case of any hard physical work.

### Warming-up

A temporary increase in efficiency may be achieved through a process which is commonly called a warming-up. All movements in a warming-up may be subdivided into three groups: informal, stretching, and formal.

The *informal movements* are the general, free movements (such as swinging the arms about and stationary running) undertaken solely for raising the temperature of the muscles. This is achieved through the liberation of heat during contraction of the muscle and also through an increased blood flow from the inside of the body. A greater blood supply will insure a greater output of energy because more oxygen and nutriment will be brought to the muscles and the wastes will be removed more rapidly. A warm muscle will also have a lower viscosity which is of a great importance.

The consistency of a muscle is somewhat similar to jelly. Jelly becomes more solid or viscous at a low temperature and less viscous at a high temperature. Although the temperature of the big muscles does not change much, nevertheless the increased viscosity may be noticed in a certain stiffening of the muscles. Small and superficial muscles are more subject to these changes. Everybody knows the awkward movements of the fingers on a cold winter day. A lower viscosity makes possible faster movements. Best and Partridge found that the winner in the 100-meter dash in the Amsterdam Olympic Games had a lower viscosity than any other athlete they tested, and therefore he had a faster "pick-up," being able to reach the top speed faster than other people. It is interesting in this connection to note that sunny California has been favorable for much record breaking.

The *stretching movements* increase the elasticity of the muscles and tendons, thus minimizing the possibility of injury. They also increase the contractility of the muscle. After several stretchings a muscle will contract with a greater power.

The *formal movements* are those that imitate the activity for which the athlete is getting ready. The chief purpose of these exercises is to improve the coordination, a fact so obvious that it hardly needs any further explanation.

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From a cartoon on Lou Little by Burris Jenkins in the *New York Journal*, with liberties by Scholastic Coach

## From Coaching School Notebooks

[Continued from page 9]

of the ball than the receiver."

**John Lance on Basketball**—Practise drills were given by John Lance, coach of the Kansas State Teachers College at Pittsburg, during his course on team development. A drill to develop work around the basket, tip-in shots and tip passes, is as follows: Have three players face the basket, one on either side and one in front. All should be three to four feet away from the basket. The players can then work up and back according to the demand to reach the ball. The ball is tossed up high towards the basket and the players keep trying to tip it in, using either one or both hands, or one player can tip to another who will tip the ball in or tip it around. Keep the body and tipping arm extended, keeping the ball high in the air. When the first three begin to tire then let them rest while another three practise the same thing.

The following drill is a well known set-up practice. Line up an odd number of players, about thirty to thirty-five feet from the basket, on one side of the floor, facing the basket. The first player dribbles in and shoots, the following player follows up the shot, and passes back to the third player. Alternate players advance and shoot, and alternate players recover—all at game speed. No loafing or fooling about should be tolerated. When a player is going in to the basket, the pass should be chest high or higher, thus enabling him to get a quicker shot. The last dribble a player takes as he dribbles in to the basket should be hard so the ball will rise, chest high or higher. The ball then is ready for a quick shot.

Never scrimmage over ten minutes at a time and always at top speed (playing condition). Rest, then scrimmage again, but never over three ten-minute periods the same day. Do considerable dummy scrimmage at one end of the court, to develop team play and to drill for floor plays.

The writer desires to add just a few

words in closing. Most all the instructors at all coaching schools are college coaches who have their full time to devote to their particular sport, and also have a longer training period than does the high school coach. So, make no mistake in this one thing: *do not* try to cram too much into your particular sport or you will find that your team will be in a muddle and probably know less than if you had not even tried to instruct them at all. Use common sense in coaching and keep the game as simple as possible.

E. B. WEAVER  
Topeka High School  
Kansas

## Washington State

**W**ITH coaches from all sections of the northwest in attendance, the Washington State College Coaching School opened Monday, June 18 under the direction of O. E. "Babe" Hollingbery, Washington State's football coach. Coach Hollingbery gave the course on football and Jack Friel the basketball course.

Hollingbery pitched at once into the practical side of the coach's job—starting with the purchase of equipment, and how it can be bought with the greatest saving without sacrificing quality. Before a coach can hope to effect substantial economies in the purchasing of equipment he must be familiar with the various grades and qualities, and the price range all over the country, and among dealers in his own territory. Many coaches go years without ever knowing much about the construction of a piece of equipment, such as shoulder pads. As a rule, these coaches pay more than they need to for satisfactory equipment by buying the pad the salesman recommends; or they buy cheap equipment which will not give good service and is a poor investment in the long run.

Fundamentals, the keynote to a winning team, received the major portion of the class time. The act of "going through the man" was emphasized—whether tackling, clipping, charging, or blocking. Treatment of injuries, the various methods of kicking the ball, and other major phases of the game were stressed in order of their importance.

Defensive play drew the attention of the class. The strong points as well as the weak points of the 6-3-2, 6-2-2-1, 7-1-2-1, and 7-2-2 defenses were discussed. Various offensive formations were diagrammed and the strong plays of each formation were analyzed. See the red plate on page 9 for Coach Hollingbery's arrangement of formations and their features.

In the basketball course Coach Friel took up the fundamentals and gave practise drills simulating game conditions, with considerable time given to adaptation of the attack and defense for courts of various sizes.

Different types of defenses were explained and executed by members of the class. The 3-2 zone defense, the 2-1-2 zone defense, and the man-for-man defense were set up and the offense set up against each type, showing the weakness of the particular defense. The secret of breaking up any zone defense is to place the offensive men in the open spaces of the defense and pass the ball rapidly from one side of the floor to the other. The defensive team will soon tire and fail to cover its territory sufficiently. Well-executed screen plays are the best means for breaking up the man-for-man defense.

Various phases of offensive play were analyzed and exhibited. The fast break game was explained, covering the break with three men going straight down the floor with a good dribbler in the center and the criss-cross type having the man in possession of the ball pass and break behind the one receiving the pass. The former offense is faster in getting down the floor, but the latter is harder to cover.

JOHN EUBANK  
Prosser High School  
Washington

## Texas Tech

**T**EXAS Tech's fourth annual coaching school, held at Lubbock, Texas, from July 31 to August 12, attracted 407 coaches from twenty states. Pete Cawthon and Russell Smith were successful in lining up for the teaching staff such nationally renowned coaches as Harry Kipke, Fritz Crisler, Noble Kizer, Bill Dietz, Harry Newman, Ed Krause, Tim Moynihan and George Keogan.



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Harry Kipke, Michigan, stressed the short punt system of offense and the 6-2-2-1 defense. Kipke's main offensive weapons—kicking and passing—came in for the most discussion but his spinner plays, with the short man carrying the ball over center and inside tackle, his tail-back hitting off tackle and around end, and his single and double laterals back to the weak side, held the limelight. "At Michigan," said Kipke, "the center is the key man on defense playing practically the same part as does the quarterback on offense. The fullback, end, and tackle alternate smashing on the strong side. On passes the center drops up the middle and the weak side end covers the flank, all playing within their zone.

"The effectiveness of a good passer," believes Harry Newman, quarterback of 1932 Michigan team and a star back with the New York Giants professional team last year, "is to time the stride of the receiver so that the pass will just reach his outstretched hands. This will not only prevent interception but will result in a greater number of completed passes.

"A passer," continued Newman, "should plant his right foot, much in the same fashion of a baseball pitcher, pick out the receiver in the open and throw with a quick snap of the wrist. For accuracy in place-kicking use a step and a half, standing with both feet together taking a short half step with the right foot, a natural step with the left foot placing it slightly to one side and even with the ball and kicking with the snap of the toe, keeping the eyes fixed just below the center of the ball."

Newman thinks professional and college football differ in that professionals are a little more radical and that they will take more chances because they believe that they can cover up their mistakes better. The important variation is that all passes in professional football start out as a run while most college passers drift straight back.

Nobel Kizer, Purdue, illustrated the ever popular Notre Dame style of play. The end play, possibly the most important cog in the Rockne system, along with the guards pulling out to lead interference, and backfield shifting, was the basis of Kizer's lectures. The 7-2-2 man-for-man defense, with the two halfbacks covering the ends, evolved into practically a combination zone and man-for-man defense with the center covering the middle and the weak side end or guard pulling out and covering the flats.

Fritz Crisler, Princeton, put on the single wing back formation, with the same precise manner a Ph.D. would lecture to an English class. The chief point in Crisler's offense is placing two blockers on the tackle and end at the point of attack; and stressing speed and deception rather than power alone. All the points emphasized in Crisler's course are brought out in the book *Practical Football* which he wrote in collaboration with Tad Wieman, and which has just been published. (A review of this book appears on page 32—Editor.)

Bill "Lone Star" Dietz, present coach of the Boston Braves in the professional

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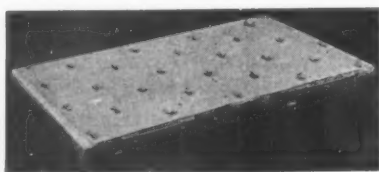
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show, and former coach of Haskell Institute, outlined the running attack of the double wing back. Like Crisler, Dietz believes in placing two men on the tackle and end at the point of attack but depends upon power centralized inside the end as the basis of successful running plays. The wingback on the strong side is the key man on the attack and is consequently the best blocker, the two back men handling the ball for reverses, laterals and running plays.

Ed Krause, Notre Dame football and basketball luminary for the past three years, gave the best demonstration on tackle play that has been shown here during the past four coaching schools. Krause believes "that a tackle should play according to the situation, the down, the yardage, the score and the time remaining to play. On big yardage a tackle can afford to take a chance, and he may play a little higher so that he can crash, but on small yardage he should play low and stop everything thrown at him. A tackle should never try to play two men at a time, but take his initial charge at the first blocker and then play the second man keeping either of the two men from getting contact with his body."

Tim Moynihan, line coach at the University of Texas, lectured on the fundamentals of center, guard, and tackle play. According to Moynihan, "a center must watch for any tip-offs that an offense may give. He must be on the alert to back up the flanks, and to reinforce the line. And he must be sufficiently rangy to be effective on pass defense."

George Keogan, whose basketball teams at Notre Dame rival the reputation of the football elevens of former seasons for prestige, concluded the coaching school with a practical demonstration of basketball technique. Keogan's offense consists of working the ball from side to center with the pivot man the key to all plays. The best defense, believes the Notre Dame mentor, is a switching man-for-man defense with a player guarding a designated opponent anywhere he goes once he crosses the center of the court.

Chuck Taylor, representing the Converse Rubber Company, demonstrated trick passing, ball handling, shooting, guarding and plays that have been effective in professional basketball.

ED. MCKEEVER  
Texas Tech

### Lafayette

LOU LITTLE, Columbia, had charge of the football, and Bill Anderson, Lower Merion High School, of the basketball, at the Lafayette College Coaching School at Easton, Pa., June 25-30. Anderson gave an exceptionally fine basketball course, the details of which he is arranging in a series of articles for Scholastic Coach. Hence, his basketball lectures and demonstrations will not be taken up here.

Assisting Lou Little were Herb Kopf, Columbia backfield coach, and Lud Wray, former University of Pennsylvania coach, now coach of the Philadelphia Quakers, professional team. The men taking the course were keenly interested in what the

Columbia coaches had to say, and to hear from Coach Little himself some of the details of the Columbia system that uncorked the surprise of the year at the Rose Bowl game last January.

**Line defense**—The arms and hands are not used against the opponent. Charge in at one man, hitting him with the head and shoulders. Stay on the feet, not on the knees. If the opponent gets down low, you get down lower. No double coordination; just charge the one man.

The ends on defense get down, also; they get down in a sprinting position with one or two hands down. They can see all right. This theory about the defensive linemen having to be up in order to see where they are going is misplaced. Getting down does not mean keeping the head under the grass. The end charges across the line of scrimmage and keeps on a line with the rear man of the opponents' backfield. The end takes his first two steps fast, then decides on his direction according to the orientation with the back man of the opposing backfields. Against the Rockne or box backfield he lines himself up with the back man nearest him.

In Coach Little's man-to-man defense against the forward pass the two back-ers-up take positions about three to four yards back of the line; halfback on the strong side about six to seven yards back; on the weak side about ten yards back; the safety man about fifteen to twenty yards back, depending on the situation. The safety man takes the end on the strong side and stays with him. The halfback on the strong side takes the wingback. The halfback on the weak side takes the end. The backer-up on the strong side takes the back who plays directly back of the guard. The other backer-up takes the number three back if he comes out; if he does not come out, this backer-up plays the area directly behind the line.

For the zone defense, the players assume the same starting positions. The halfback on the strong side comes up and protects the territory three to ten yards behind the defensive end and to the flank. The backer-up on the strong side drops back and protects the territory left open by his teammate halfback. The safety man covers from ten to fifteen yards down the middle in front of him, up to within fifteen yards of the line.

The halfback on the weak side covers from within eight yards of the scrimmage line to fifteen yards back and wide. The backer-up on the weak side covers from the center of the line two yards back on back six yards and out to the flank. The weak side guard drops back and protects over the center just behind the line of scrimmage.

Both these defenses are played behind the six-man line. For the seven-man line the only change is that the end on the strong side covers the flank man, if there is a flank, giving his own halfback a chance to stay back and to protect the rear instead of coming up to back up the long man on the weak side. The quarterback protects to the weak side about twenty yards back. The fullback protects right in front of his position on the weak side, eight to ten yards back. The weak side



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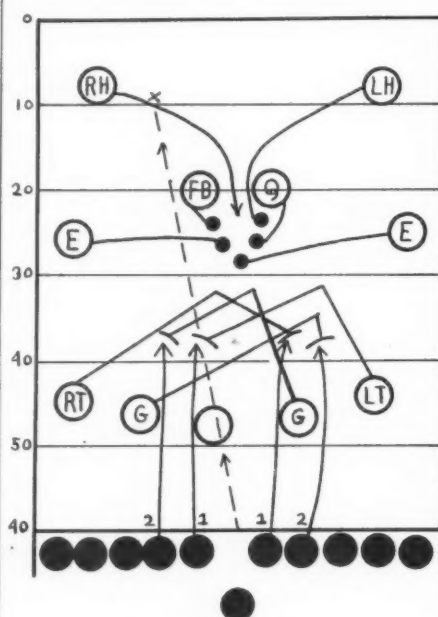
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halfback protects the flank on the weak side all the time. The center protects right back of his position six to ten yards back. The weak point in this is that directly behind the halfback on the strong side there is an opening, with the halfback's, the center's, and the quarterback's territory overlapping. This weak point is the fullback's responsibility mainly, and if he sees a receiver going in there and the halfback ignoring him because a second receiver has come into that strong side, the fullback is responsible for covering the first man.

Columbia's entire offense is built up so that all running plays start the same. All passing plays resemble the running plays in the first two steps. The passer fades back but only a few steps, just long enough to pick his receiver.

Columbia's spinners are among their strongest plays. As in all systems, the direct off-tackle thrust is a vital factor in the power attack. A judicious arrange-



COLUMBIA RECEIVING KICK-OFF

The limited wedge principle behind cross-blocking by the guards and tackles. (Also see Kick-off reception diagrams on page 10.)

ment of plays is necessary to keep the element of surprise at top peak. All spinners start alike (see the February, 1934, Scholastic Coach). The double reverse looks like the spinner going to the weak side. The main point is to keep the ball from being seen by the defensive end on the weak side.

Columbia linemen on offense aim head and shoulders at the opponent's solar plexus. If the head drive misses center, the shoulder will still catch the man. If he is low down, the Columbia charger gets lower still, charges under him and lifts him up. When he puts up his hands, the Columbia lineman does not try to dodge them, but drives right through them; at least, that is what he is supposed to do. Since the defensive linemen cannot use their hands in the semi-slugging stroke, as they could before this rule was changed in 1933, the offensive charger has more of a chance to drive through defensive hands and arms. Coach Little picks short, heavy-

## Just Published PRACTICAL FOOTBALL

*A manual for coaches,  
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and

**E. E. [Tad] Wieman,**

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legged men, particularly for the guards. The general stance is down on all fours, heel and toe, well spread but comfortable.

The stance of the center is with the foot back on the opposite side to which the play is going. And if the play is going to the Columbia right, the center's left hand is forward on the ball in order to give it more control in that direction. And if the play is going to the left, the center's right hand is forward on the ball. These for spiral passes, of course. The question was raised as to whether this was a give-away signal. Coach Little said that it made no difference, as far as the Columbia coaches were able to determine.

Columbia always uses an unbalanced line except on punt formation. The guards are expected to be as fast as the fullback. They swing back when pulling out of line and cut in sharp. On the right formation, guards pulling to the right would have the left foot back in their original stance. Then they would step back with the right foot, half pivot, and cross over with the left as they took the first step on their way.

The guards play down on all fours on both offense and defense.

The tackles charge straight ahead using the head and shoulder block. They aim to hit with the head and drive the opponent straight back. If the head block slips into the shoulder block, the blocker should make special effort to lead the slip to the proper shoulder for driving the opponent away from the direction of the play.

The most expedient way for ends to go down for passes is to actually contact the opposing tackle, then fall away from him or let him push the end away. This method keeps the tackle occupied just long enough to facilitate the organization of protection for the passer. Every backfield man should know all other backfield positions to the letter. The Columbia backs use the hands-on-knees stance; they also spin from the stance. The ball-holder on spins does not stick out the ball but holds it close to his body with his elbow and arm close to the body. The back who is to take the ball lifts it from its position in the spinner's hands, and runs through the spinner's right hand and right leg, which is withdrawn as the ball-carrier crosses.

The complicated Columbia huddle was practiced by the class with Lud Ray acting as the center. After many rehearsals, the class got a good idea of how the huddle operates, but it is something that cannot very well be diagrammed, and must be seen to be appreciated as well as learned.

The plan Columbia uses for receiving the kick-off is shown in the diagram on the opposite page.

JAMES E. WHITENER  
Catawba College  
Salisbury, N. C.

### 92,000 at Soccer Match

A crowd of 92,000 saw England defeat Scotland, 3 to 0, at soccer in Wembley Stadium last spring. It was the fifty-eighth meeting of the countries in soccer.



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## In Changing Times

[Continued from page 16]

diately related. We need not even ask for a "transfer"—it is *the* problem; and with it all other athletic problems—amateurism, recruiting, proselyting, scholarship regulations and the like—fall in line.

In short, does the old type of inter-school, intercollegiate athletics contribute helpfully to the new situation? No, not with its features of hypocrisy in proselyting, recruiting and underground digging at the spirit of the rules. These are the bad features of the old game that must not survive. The game itself, I believe, is good. We ought to conserve it by always keeping it honest, sincere, open, above-board. As in government we are trying to conserve the good of the old and to combine it with the valuable of new experiments, so must we in athletics develop the spirit of competition toward its noblest peak, so that it will always be an inspiration to youth to do their best in the more serious matters of life.

The intramural program affords a great opportunity for extending the benefits of game training to all youth. This program, in its infancy, requires more development and emphasis, with a greater number of the better trained coaches assigned to it. Many people seem to think that intramural athletics can and will run themselves. The ills of intercollegiate athletics came from student and alumni control. It was not until the faculty and college administrators recognized their responsibility and took over the supervision of intercollegiate sport that we began to get a semblance of educational values. It has been and is still a serious battle.

Intramural athletics cannot be left simply to "grow." Naturally, student leadership should be utilized to the fullest practicable extent. Therein lies one of the values of this type of activity in producing and developing leadership. But such leadership must be recruited, trained and guided, if innumerable mistakes and serious blunders are to be avoided. The college physical education department must take the responsibility and control of such work. Wise leadership must be supplied capable of interesting, recruiting, and training assistant teachers and capable of educating the whole student body in the lessons possible from such activity. The problems of avoiding injury, of proper training, of the teaching of techniques, of organization, operation, motivation, relationships, and finally of getting educational values are enough for the best member of the physical education

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department. To throw such activity under volunteer student leadership alone or under the youngest, least experienced member of the staff, as is still too often the practise in many places, is dangerous and pernicious.

With a well organized, well directed intramural athletic program in a school, not operating in competition with but correlated and integrated with the inter-school program, emphasis upon athletics in general may be confined to proper proportions, general interest may be developed, and proper traditions established. To athletic leaders of today comes the opportunity of interpreting the new competitive spirit in harmony with the ideals of our day.

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A tired athlete is of little value to his team or coach. . . . Exhausted muscles can't supply that drive that wins. . . . Many college trainers and coaches are now using some form of "energizer" for their players in the more strenuous sports. Physicians for many years have used dextrose as a source of quick fuel and energy. In the fall of 1933, Eskay's Dextrettes, a convenient dextrose tablet, was first introduced for use in athletics. Dextrettes supply muscle fuel, build reserve energy and relieve fatigue during and after

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See Next Page for Free Offer

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2. Rapidity of action.
3. Convenience.
4. Absence of after effects.

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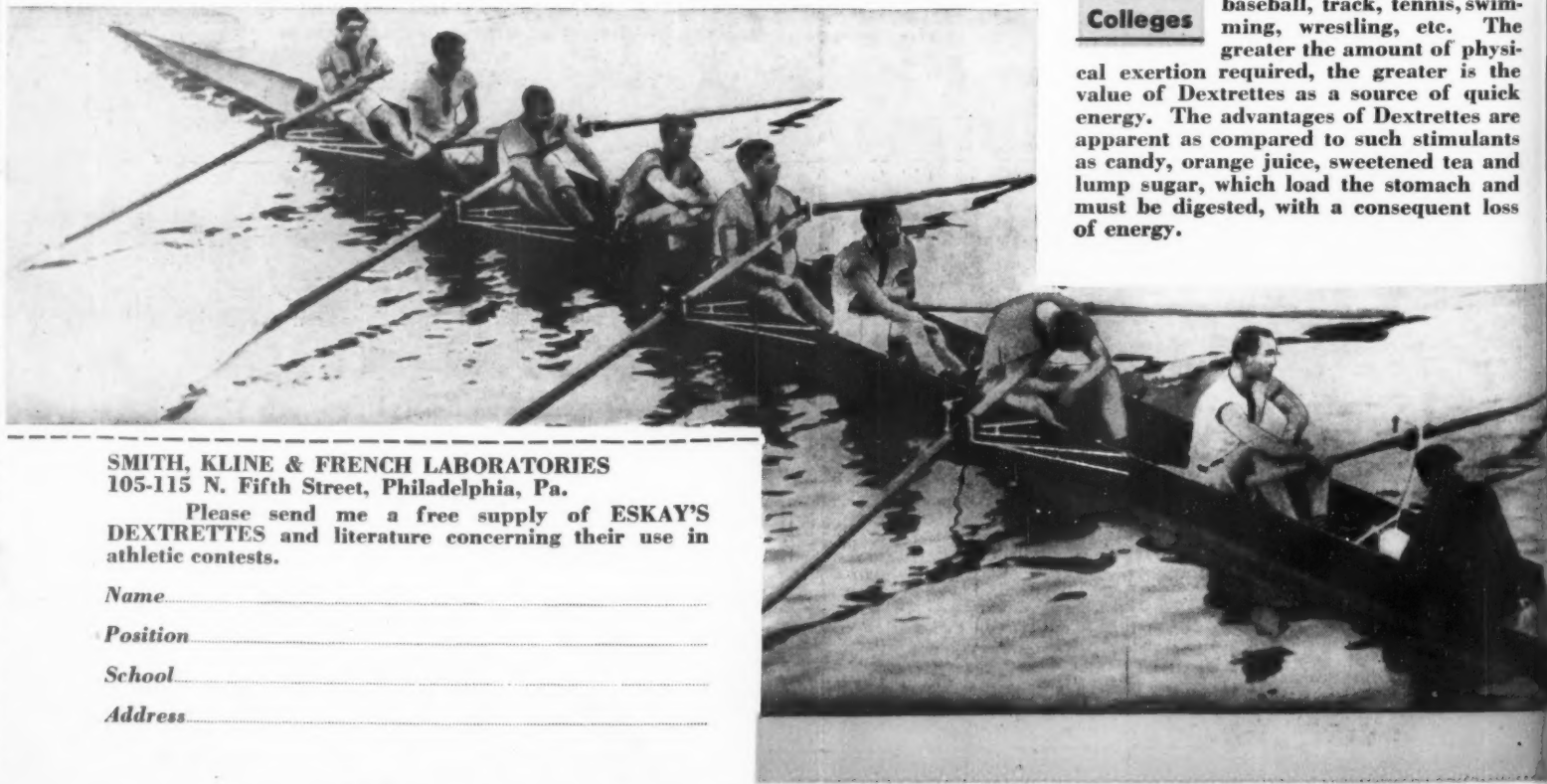
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**ABOVE—"OLYMPIA THROUGH THE AGES:"** Climax of the brilliant pageant given by the schools of Cleveland, O., before the convention of the American Physical Education Association. This tableau depicts modern sports in the schools of today.

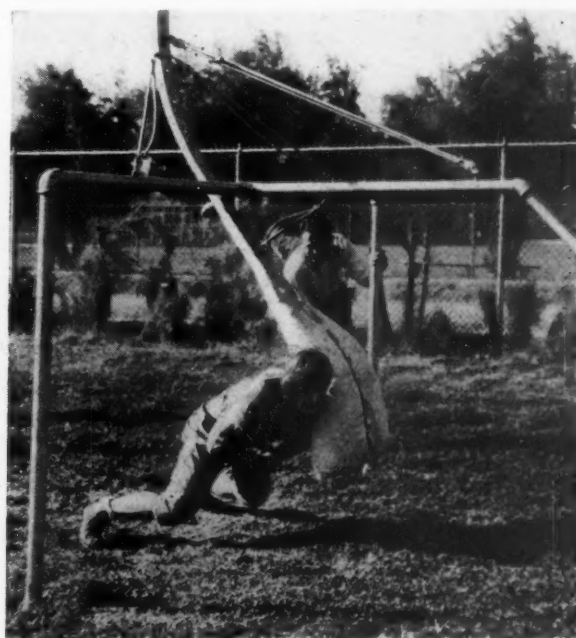
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**BELOW—OPENING KICK-OFF:** Unusual photograph, taken during the course of a football game, of a kicker getting away a punt, so taken as to give the appearance that a teammate, instead of the ball, has been punted.



*International*

**RIGHT—A NEW COACH BRINGS HIS OWN MACHINERY:** Earl "Powerhouse" Pomeroy, new assistant at the Arizona State Teachers College, supervising practise on his invention, the "individual corrector." The resistance of the dummy can be controlled by the coach.



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# New books on the sportshelf

## Key to inside football

**PRACTICAL FOOTBALL.** By Herbert Orin Crisler and Elton Ewart Wieman. 242 pp. Illustrated. Whittlesey House of McGraw-Hill Book Co., New York, \$3.

THE book season for football coaches was opened during the summer with a magnificent kickoff by those two western-now-eastern team-builders, "Fritz" Crisler and "Tad" Wieman. Their book, called simply *Practical Football*, is a well-integrated presentation of the kind of football that is succeeding these days. Rich in sound gridiron counsel, it treats each department of the game, from fundamentals through team tactics and organization, with incisive thrusts of the English language, giving expression to football meanings ordinarily lost in ambiguity or not even attempted. No literary spinners for these authors: they write straight to the mark. They are good teachers in print, as they are on Princeton's fields, and their first joint effort at coaching between board covers places their book in a class with those widely read earlier works on the whole game—Rockne's *Coaching* and Warner's *Football for Players and Coaches*.

In the matter of space allotment, the present work differs from its predecessors in the quantity of play diagrams offered. Instead of a complete repertory of plays, Crisler and Wieman diagram one each of the various types of plays from each of the three basic formations—punt, single wingback and double wingback. "The plays," say the authors, "have been used successfully exactly as diagrammed, and constitute a skeleton offense for each of the three formations. They may be used exactly as they appear, but they should be supplemented by additional plays to complete the cycle for the formation determined upon. The blocking assignments shown are for a six-man defensive line. A seven-man line would require a few adjustments but the same plays would be effective."

It was good judgment to keep this book free of entangling plays. A football student, of course, always likes to look at play diagrams, but he has ample opportunity elsewhere to see this sort of thing. In other chapters besides "Offensive Formations and Plays" Crisler and Wieman use diagrams where there is a definite need for them, as in the chapter "Defensive Planning." Here is some of their best work, sparkling with the mental football that makes the game so fascinating for coaches and their boards of strategy. The idea, of course, is to impart this spark and insight to the players, to set their minds to turning over all the hypotheses of a

defensive situation. As the authors say, "What the coach knows will not win any game; it is only what he is able to teach the players that counts."

The organization and arrangement of *Practical Football* meets the coach's needs for a ready-reference manual that has a place for everything and everything in its place. The chapters are conveniently broken up into small divisions and sub-divisions, all distinctly labeled in boldface type. This feature, plus the clarity of the writing style and the happy choice of words to fit football's peculiar situations, put into the book the punch of real distinction.

All systems of football are given fair treatment and appraisal. Of course, where the authors feel that a certain method of gaining an objective is superior to another they do not hesitate to say so. This is just the sort of separation the reader demands in a book by authorities.

Being the first general text on the whole game to appear in three or four years, this book is the sole conveyor of the game right down to September 1934. Such developments as the lateral pass following a forward pass, the disappearance of the roving center so popular a few years back, low-playing defensive guards, spinner plays and the three fundamental formations which today constitute the basis of practically all offensive football, are evidence of the book's modernity. They did some of these things in the "old days," but they did not do them in the same way.

The chapter on "The Passing Game" lacks reference to the new forward-pass freedom to be experienced this year for the first time by thousands of high school teams as the result of the rule, not adopted by the collegiate rules committee, allowing the passer to throw from any point behind the line of scrimmage. Perhaps the book went to press too early to catch this change; or it may be that the authors do not yet recognize, as many college athletic leaders do not, the authority of the high school rules committee.

Crisler and Wieman start their book with a chapter on the origin and development of the game, then in Chapter II go into "Planning the Season," with a division "Placing the Men":

"... a good player in an unaccustomed position is always better than a poor player in any position. For example, if two good fullbacks are available but no first-class center, it is much better to convert one of the fullbacks into a center than to keep him on the bench while an inferior player is in the game."

Chapter III is devoted to blocking and Chapter IV to tackling. An ex-



**THE LEAD BLOCKERS: BLOCKING-POST COORDINATION.** The lateral opening is to be made between the two players in white. Note the start of the lead foot of the two offensive linemen in black. They are leading with the foot opposite the shoulder with which contact will be made. Their heads are up with eyes on the target as their shoulders start the dip to get under the opponents. In the second picture contact has been established by the players in black. Their feet are moving up as the lift is started with their shoulders. Their teammates are still holding the inside seam without having charged forward much. In the third picture the players who have acted as blocking posts are combining with the lead blockers in a wheeling movement to move the opponents laterally. (From "Practical Football," with permission.)

ample of clarity of detail in describing a certain maneuver may be seen in their comment on the open-and-shut block:

"This block is used by a tackle when his assignment is to block the opposing guard inwardly and he finds the guard on his outside shoulder. If, in this situation, the tackle is to place his own body between his opponent and the play, it is first necessary for him to get the outside position on the guard. He does this by leading to the outside with his outside foot, at the same time moving his shoulders and trunk well to the outside. This first step must be parallel to the line of scrimmage, rather than forward. This preliminary maneuver opens the seam to the inside and invites the defensive guard to go through that hole. If the opponent accepts this "invitation," it is a simple matter to close the door in his face, so to speak, by driving back into him with the shoulder and pinning him against other inside linemen. If the guard does not charge through the hole, it is necessary to follow up the preliminary maneuver with a second step with the inside foot which should carry the tackle into his opponent. Then, with the head on the outside, he uses the regular shoulder block, making certain that he retains his feet and works always for the outside position."

Chapter V takes up line play, presenting the subject under two divisions: Offensive line play with its sub-divisions—offensive stance, charging (lateral-opening charge, straight-ahead charge), the submarining guard, checking in the line for end runs, linemen in interference, blocking for the passer, blocking for kicks; defensive line play, broken into paragraphs on individual stunts for guards (the difference between the play of the guards and the tackles, sidestepping for guards in playing two men, submarining, going over the top), individual stunts for tackles (power charge, straight sidestep, fade-away step, feint one way and sidestep the other, choice of stunts); outguessing the opponent, the center.

In choosing between the straight-ahead charge and the lateral-opening charge, the knowing coach usually bases his choice on the style of line play presented by the opponents:

"Generally speaking, the higher the defensive men play the easier it is to move them straight back and the more difficult to control their lateral movements. Conversely, the lower they play the easier it becomes to control their lateral motion and the more difficult to move them back. In recent years defensive guards have tended more and more to play a submarining or very low game. This had made it almost impossible to lift them up and move them backward. However, with a little practice it is easy to roll the submarining guard to one side for a lateral opening. In general, therefore, the lateral opening is more effective against a low, and hard-charging line, whereas the

straight charge may be preferred against a high, waiting line."

The four basic principles of defensive line play are stated as (1) get across the line of scrimmage; (2) protect the territory immediately in front of you; (3) go for the ball; (4) tackle.

"It is important to note that this principle *go for the ball* is third rather than first, i.e., defensive linemen must first get across the line and protect their own territory; *then* go for the ball . . . Failure to observe this order in objectives permits the spinner and reverse plays to succeed."

The play of the ends commands a chapter unto itself. An end should master both the smashing and the drifting styles of defensive play, if possible, and know when each should be used. The smashing type is more effective against the double wingback formation and other formations presenting massed running interference. The smashing end should upset this interference, if he can bowl over more than one member of it, and depend on his tackle, fullback and halfback to tackle the ball-carrier. The drifting end has as his object supreme the tackling of the ball-carrier.

The next chapter, "Backfield Play," takes up the handling of the ball with emphasis on relaxation and the receiver's keeping his eye on "nothing but the ball until it is entirely in his control"; on the stance of the backs on offense; their blocking responsibilities; running with the ball; stunts for ball-carriers to use in avoiding tacklers, with interesting definitions for sidestepping, veering, cross-stepping, reversing and pivoting; and the defensive play of the backs.

Chapter VIII is on the kicking game—how to punt, protecting the kicker, covering the kick, defense against the kicking game, the place kick, drop-kick and kickoff. The punting game should be built up so that it becomes one of the strongest weapons in the team's attack. There is nothing so psychologically valuable to a team's morale than to block an opponent's kick. To achieve this advantage defenses use various devices to get men into the kicking lane. Nearly all of these devices are based on the principle of doubling up somewhere, "using one man to pull an offensive man out of position while another goes through the opening thus created to get in front of the kick."

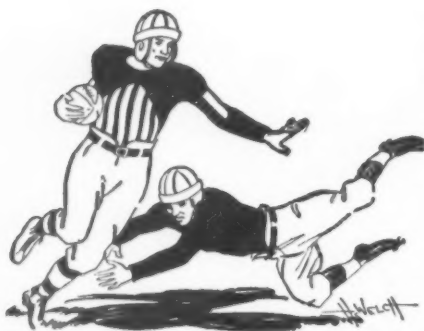
"One method is to have the two guards pull adjacent men in the line apart, allowing the center or fullback to jump through and run straight up the lane. Usually this stunt is worked on the offensive center and one of the guards, for the double reason that it puts the defensive man directly in front of the kicker and it takes advantage of the fact that the center is more or less a blind man."

The authors' comment on the running lateral pass beyond the line of scrimmage will delight readers who have hoped in vain for many years to

**PIVOTING AWAY FROM A TACKLER.** The ball carrier is approaching the tackler in white. The former is about to plant his outside foot (left) and apply his left hand in the use of a straight arm. The pivot is started as the right foot begins to swing around. Extension of the arm is just starting to force the tackler away and further aid the pivot. At no stage has the runner jumped in the air but rather has used high knee action with short steps. (From "Practical Football," with permission.)







## Football Practice

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see American football speed up by taking advantage of rugby's favorite pass. "It is very rare in American football," Crisler and Wieman write. "However, there is no reason why it could not be developed as a part of American football." Three cheers for this stand, and for the authors' whole attitude toward the lateral pass as seen in the chapter, "The Passing Game."

"The Running Game" composes Chapter X, offering at the outset an outline of the running attack divided into direct plays (straight bucks, slants, cut-backs, in-and-out plays and sweeps) and delayed plays (split bucks, spinners, reverses, false reverses, double reverses, lateral passes, shovel passes, special trick plays). False reverses indeed! Oh, Princeton! Oh, Witlesey House! How etymological are thy names.

The chapter on generalship (Chapter XII) features a division "What to Teach Quarterbacks" and offers two strategic maps, suggests drills for quarterbacks and gives thirty-three points, which, if always observed by your quarterback, will give you joy unbounded for the rest of the season. Such a quarterback you could "put away and forget about him."

Where to put your men on defense under all conditions is the subject of Chapter XIII, "Defensive Planning." This is, in the present writer's opinion, the star chapter of the book, and happily, the longest. One cannot do justice to it in a review by lifting a paragraph or two, one paragraph being so dependent on another for its significance. The authors themselves size up, in general, the problem of defensive planning in these words: "The defense must be planned so as to utilize all available talents to the best advantage and so as to ask no individual to assume more than a reasonable assignment. This requires careful study by the coach of each individual game on the schedule. Every game presents a somewhat different problem and it must be satisfactorily solved by the coach if his team is to enter the game with an even chance of victory."

Not every coach has the opportunity of being so thorough-going in his defensive planning, for he does not have the wherewithal, nor perhaps the desire, to scout his opponents. A coach's task in preparing for the next game is certainly simplified if he is well informed on the opponents' style of play. Many coaches, especially in the high schools, cannot yet accept the principle of scouting as an inevitable development of inter-school football. Openly and formally practiced, it is at best only an alternative to allay suspicion between rival schools where, if the opportunity to scout is not open to both teams, there are innumerable underground channels through which information can reach the coaches.

Chapter XIV deals with scouting; Chapter XV to the organization of the coaching staff and practice; Chapter XVI to the prevention of injuries; and Chapter XVII, the final chapter, to coaching problems. This chapter is in outline form, with the problems presented under four main headings: (1) To get one's ideas across to the players; (2) To get the men to put in the necessary time practicing the fundamentals; (3) To understand men and know how to handle them; (4) To create and maintain the right spirit and morale. J. L.

## Touch football

OFFICIAL TOUCH FOOTBALL RULES. Prepared by the National Recreation Association, New York. Seven mimeographed sheets. Ten cents.

TOUCH football has had its full share of growing pains, but they have not been altogether unpleasant ones. This game, like the game of stick ball that is played on the streets of New York, developed its rules locally by word of mouth, usually the biggest mouth winning. In the past several years scattered efforts have been made to nationalize the rules of touch football and put them on paper. No agency is in a better position to do this than the National Recreation Association. Last spring the Association produced a national set of playground baseball rules, issued them both in mimeographed sheet form and in a volume of Spalding's Athletic Library, a service over which there was much rejoicing.

Debatable points in touch football to date have been: (1) whether to block or not to block, and if so how; (2) one-hand or two-hand touches; (3) forward passing from what point; (4) fumbles; (5) interference on returning kick-offs.

According to National Recreation Association rules limited blocking is permitted, but the blocker may not use his hands or leave his feet. A one-hand touch is all that is necessary to down the ball-carrier, although the two-hand touch is not forbidden. Forward passing is allowed from any point behind the line of scrimmage, and the ball, on incompleting passes, is returned to the point of the previous down, just as in tackle football. Passes beyond the line of scrimmage must be backward or lateral. Fumbles are free balls, open to either side's recovery, except that if the first receiver of the ball from the snapper-back fumbles it the ball is dead. The rule on this particular point is inadequate. It does not state whether a down is lost or what constitutes a fumble.

All players are eligible pass receivers. On the kickoff the receiving team may not form interference. Does this mean that no individual blocking may be done, even though it is not in the nature of formed interference? The rule ought to be more specific.

## Noted Football Men Die

Parke H. Davis and Edward J. Thorp, football authorities of national renown, died during the summer. Parke Davis was the game's official historian and statistician. His unique collection of records and statistics has been a familiar feature of the *Spalding Football Guide* for many years. Before he died, Mr. Davis finished correcting proofs on his material for the 1934 edition of the *Guide*, which was to contain his obituary as a preface to his final work. He was 63.

Ed Thorp was one of the best known football officials in the country. Each season he handled a schedule of important eastern games, and last January 1 he served as umpire in the Rose Bowl game. A short biography of Mr. Thorp, with a few excerpts from comments on his death by leaders in the sports world, appears in the 1934 *Spalding Football Guide*.



# Football Movies

By Owen Reed

Mr. Reed takes most of the football and other sports moving pictures that are reproduced regularly in Scholastic Coach.

**W**HEN football coaches first began using the moving picture camera in their professional work they utilized it exclusively for filming the actual games. These pictures they would project for the squad sometime during the following week, pointing out errors and citing movements that were especially well done.

In recent years football coaches have extended the use of their moving picture cameras to the practise session and the practise scrimmage. Some coaches are building up film libraries for future reference. When they have a player who can carry out particular assignments, and execute certain maneuvers, particularly well and in form close to perfection, they shoot ten to fifteen feet of him and preserve his fine form for years to come. Early each season these films can be shown to the whole squad. This sort of instruction is of incalculable value as a supplement to field instruction. Within a few years a coach will have collected many film records of his star players performing their favorite maneuvers. It would not take very long, nor require much film, to complete a library of all football fundamentals and maneuvers. Ten or more fundamentals could be taken on one 100-foot reel, by careful management. The movement should be rehearsed several times over the exact space in which it is to be filmed, with the operator of the camera in attendance.

There need be no appreciable waste of film and consequently no large expense involved. The camera need run only as long as the phase of action lasts. The film is sent away to be developed, after the whole reel has been exposed, and it is returned in a few days. When you have pictures of the team in scrimmage, the first team against team B, for instance, you have the ideal teaching situation—the players seeing themselves as others see them, and deeply interested in every movement. How many times has every coach wished that he could only make a certain player see himself so that he might appreciate the gravity of the fault he invariably commits?

Coaches themselves can benefit greatly from seeing pictures of the

[Continued on page 37]

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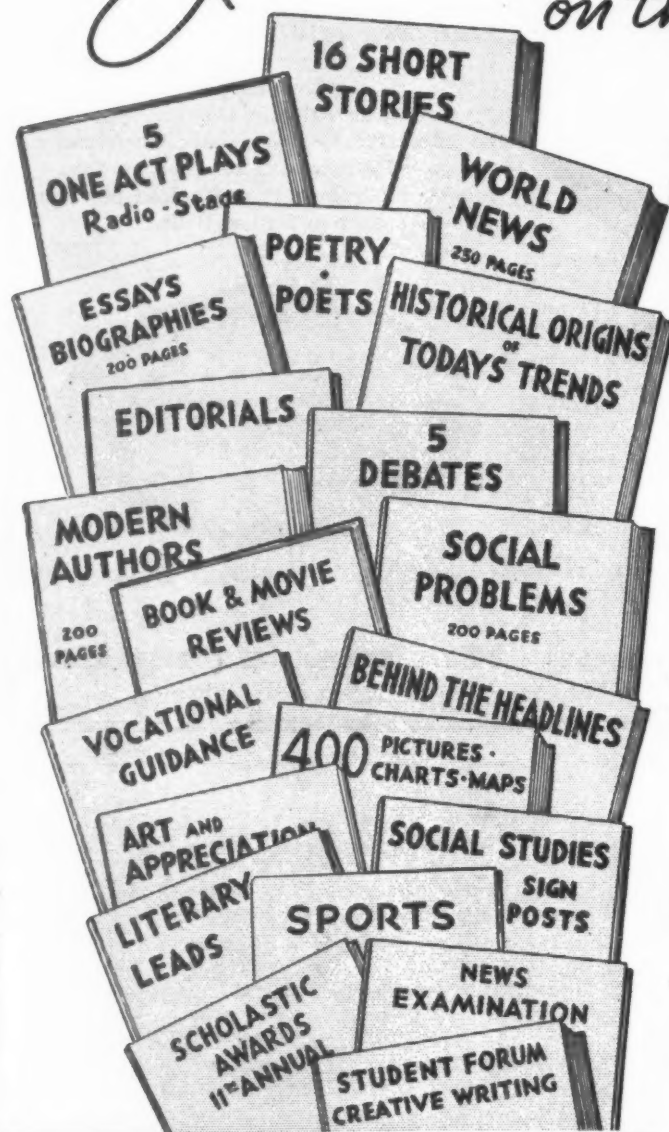
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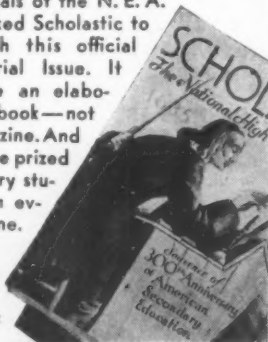
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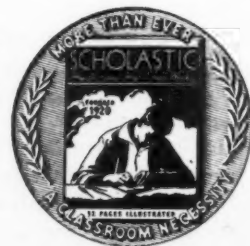
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*The National High School Weekly*

801 CHAMBER OF COMMERCE BUILDING

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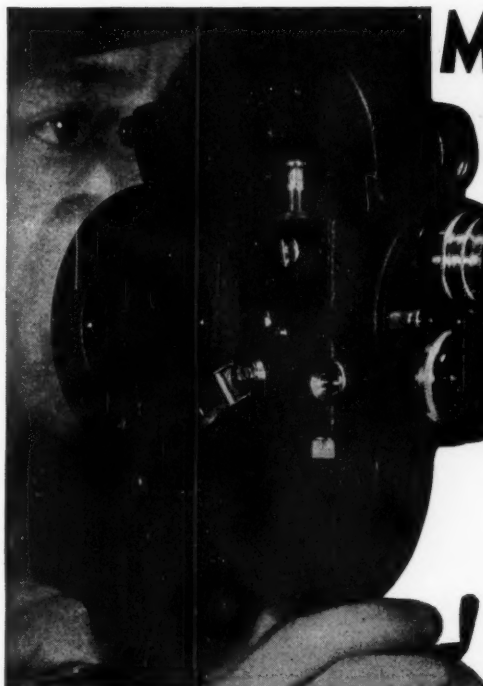
team in action. Through this means they can study the play of the line, the timing of the backfield, and the spacing and the details of the stepping and shifting, and determine just where certain features could be improved. Pictures of scrimmages will show what defensive player is getting through to make the tackle, and the coach can stop the projector and run particular sequences over and over again, analyzing those parts of the film that present special problems. This same repetition can be done for the players, until it is perfectly clear to them where and why the error occurred.

One coach who has a film library with a good collection of fundamentals superbly performed by his star players, has cut six or seven feet of slow-motion of each fundamental, spliced the ends together to make a loop of film, which he runs through the projector, thus screening one movement repeated over and over again. This loop can easily be placed in the projector, with the free end of the loop running over any sort of improvised spool, or simply a round pencil held out.

A coach who has had no or little experience in taking pictures may find the following tips of some use: Get a camera which has film speeds of 16, 24, 32 and slow motion. The normal speed of a camera is 16 pictures per second. The normal speed of the projector is the same as the normal speed of the camera, so that the action appears on the screen at the same rate of motion at which it was taken. Now if you were to slow down the projector the movement of the figures would of course be slowed down, but there is a difficulty here because pictures of fast motion taken at 16 per second are slightly blurred. This is not so apparent when the projector is being run at normal speed, but as soon as it is slowed down the blur will be noticed; in addition, the pictures will seem jumpy on the screen, because, considerable of the fast movement of the players taken at the rate of 16 pictures (or frames) per second was lost between the frames. It requires a faster camera speed than the normal speed of 16 in order to film athletic movement for the coach and student of the game who wants to observe form.

If the camera is set at 32 frames per second the blurring will be practically eliminated and the projector can be slowed down without a great amount of jumping of the projected images. In other words, you have slow motion. Phases of action in which it is desired to slow down the movement as far as possible should be taken at the designated slow motion speed. In

[Concluded on page 40]



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Los Angeles Examiner

## Passing from the line of scrimmage

[Continued from page 12]

win these days. I know that high school coaches, as a rule, do not have the players capable of performing these feats of fast and fancy football, and must be more conservative. But they can get liberal at times, and I am suggesting some of the times, as allowed by this new rule.

Diagram 3 shows another Bear play in which our left halfback throws a line-of-scrimmage forward to the left end, after faking a crack off tackle. This again requires the services of a

halfback who can mask his real objective cleverly and deliver the ball while suspended for a fractional second in mid-air.

There can be no doubt that this pass rule opens up the game tremendously and makes it more enjoyable from the standpoint of the spectator and the player, and for the type of coach who isn't afraid to put his inventive skill to work to confound the opposition.

You'll find that this new-type offense brings the usual quota of head-

ABOVE: The Chicago Bears demonstrating for the cameraman one of the new forward-pass plays Coach Halas writes about in his article in this issue. Nagurski, fullback, is leaping high to pitch-pass the ball to Bill Karr, right end. Note the passer's wrist action, which Halas mentions; also the trajectory of the ball, going up and out high, instead of down.

aches and sleepless nights. But it also means that you're in the ball game clear up to the final whistle. One lucky touchdown at the start won't beat you, nor will it give you a safe lead over the opposition, should you score first. In other words, there's very little chance for coasting.

## Here Below

[Continued from page 5]

ahead of the game. The problem would be to develop the non-competitive game which would still bring out the best performance. Bernard Shaw thinks he has solved this problem in his special brand of tennis, but actually he has not. In Shavian tennis you must hit the ball so that the fellow on the other side of the net can reach it and return it to you; that is, hit it where he is, not where he ain't. If you hit it so that he cannot reach it you lose the point—just the opposite from the way ordinary mortals play. Incidentally, this makes for an excellent game; it is what we call a "knock-up" or "warm-up" and for us takes place before we start our match in earnest. This sort of tennis keeps the ball in play and gives you the feeling that you are helping, rather than hindering, the person on the other side of

the net. But it still leaves something to be desired—that "opening up" and full expression of one's skill. In our conception of sports, if two players are equally matched, and are both desirous of extending themselves for all they are worth, they regard it as helpfulness when their opponent does his best to score placements.

This is the attitude we unconsciously have in our football matches, basketball matches, etc. We want the other team to play its best so that our team can be put to the test. We like the other team to put obstacles in our way, as long as they come within range of the rule-book. It is just as unsporting, according to our rules, not to make it difficult for your opponent, as it is according to Shaw's rules to make it difficult for your opponent.

Carried over into the business of making a living, our philosophy of play competition does not always have such an altruistic purpose. Apologists

for the *status quo* in business competition argue that, as in sports, it is the element of competition that forces one business to give better value (raise the quality and lower the price) than its rival. As we have seen in recent years, however, there is a limit to how far this competition can be waged without bringing suffering to innocent persons. So, business, to save its neck, has had to turn to codes and rules of fair play. After all, life may really become a game.

It is good to have these conflicting ideas, and it is especially refreshing to hear the extraordinary ones from Shaw and others questioning our traditional practise. We need these challenges if for no other reason than to keep open the way for the free attitude, to fortify ourselves against prejudice and smugness. It is the privilege of all intelligent persons to welcome with open mind all sides of any question.

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# Variations in the College and School Football Rules

**W**ITH one exception, the differences between the National Collegiate A. A. football rules and the National High School Federation rules, for the 1934 season, are minor in character. The one major difference is in the forward pass rule: the Federation rule now permits forward passing from any point behind the line of scrimmage. There are a number of other differences of significance, but they are not likely to have the effect on the planned strategy of the game that this new forward-pass rule will have.

The changes made in the N.C.A.A. rules for the current season are observed also in the 1934 Federation rules. Among the most significant changes affecting both codes are:

(1) The circumference of the ball, short axis, is reduced by almost one inch, to not less than  $21\frac{1}{4}$  nor more than  $21\frac{1}{2}$  inches (N.C.A.A. rules), and  $21\frac{1}{4}$  and  $21\frac{3}{4}$  (Federation rules). The one-fourth inch difference in maximum circumference is observed by the Federation rules committee in order to allow for the swelling of the ball on wet days.

(2) The first forward pass in any series of downs (except on fourth down) which becomes incomplete over the goal line is treated as though it became incomplete in the field of play, and not as a touchback, as heretofore.

(3) The five-yard penalty for second, third and fourth incomplete forward passes in a series of downs, has been eliminated.

The significant differences between the N.C.A.A. rules and the High School Federation rules are presented below in a summary prepared by E. A. Thomas, executive secretary of the Kansas State High School Athletic Association, for the September issue of *The Kansas Athlete*, and published here with the permission of that publication.

## List of differences

1. The high school rules provide that a player withdrawn to correct illegal equipment may return in a subsequent quarter. The college rules provide that the fault must be corrected within two minutes or the player suspended for the balance of the game.

2. The high school rules provide for a 15-yard side zone instead of one ten yards

wide, as in the college rules. The purpose of the high school rule is to open up the way for end runs or similar plays to either side after the ball is brought in from out of bounds.

3. The college rules allow only  $\frac{1}{4}$  inch between the minimum and maximum sizes for the circumference of a ball. The high school rules permit a variation of  $\frac{1}{2}$  inch.

4. There are no 25-yard penalties listed in the high school rules. There are two listed in the college rules for fouls which seldom occur.

5. According to the college rules any player ordinarily occupying the position of center, guard or tackle, if shifted to a backfield position, may not return to a line position again during the game. The high school rules permit him to be shifted back in any subsequent quarter.

6. If a backward pass or fumble goes out of bounds after having been last touched simultaneously by opposing players, the college rules provide that the ball shall belong to the team which did not put the ball in play. The high school rules provide that the ball shall be awarded to the opponents of the team which last had possession. The difference comes in case there has been a change of possession of the ball during the down, and the reason for the high school rule will be obvious to most students of the rules.

7. On all free kicks the high school rules operate the same. The college rules provide one set of rules for the kick-off and a different set for other types of free kicks. The high school rules do not permit any free kick to be a punt, while the college rules do not permit a punt on the kick-off but do permit it on a free kick following a safety or a fair catch. The high school rules provide that any free kick which goes out of bounds shall be kicked again, and if it goes out of bounds a second time is put in play by the opponents under certain limitations as to the spot of the snap. The college rules are the same as this for the kick-off, but provide for a different procedure in case of other free kicks.

8. The high school rules provide that a kicked ball remain a kicked ball only until it comes into player possession. The college rules provide that it remain a kicked ball until it is declared dead.

9. The high school rules permit forward passes to be made from anywhere back of the line of scrimmage, while the college rules require the passer to be at least five yards behind the line of scrimmage.

*Error in high school rules*\*—The first Play Ruling under Item 3, Article 2, Section 4 of Rule 8, on page 66, is incorrect. The fouls offset each other and the down is played over.

\*The high school rules are published in a 96-page booklet, *Official Interscholastic Football Rules*. National Federation of State High School Athletic Associations, 11 South LaSalle Street, Chicago. 20 cents.

The college rules are published in detachable form in the *Official Intercollegiate Football Guide of Spalding's Athletic Library*. Complete Guide, 228 pp. American Sports Publishing Co., 105 Nassau Street, New York. 35 cents.



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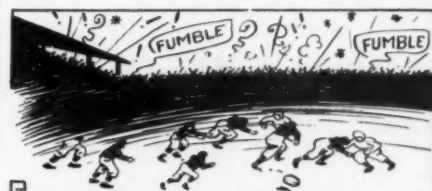
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## Football Movies

[Continued from page 37]

many cameras this is twice 32, or 64 frames per second. Of course, this eats up the film. A coach will have to decide for himself on this point. For most pictures the speed of 32 is fast enough, especially if the camera is not close to the subject being photographed.

In the matter of the lens in the camera, it should be a fast one—a lens of  $f/2.7$  or, even better,  $f/1.9$ . A fast lens, in simple terms, is one that will admit a large amount of light, thus allowing pictures to be taken on dark and rainy days with good results. Such lenses are more expensive than the slower lenses, but the difference in the prices of lenses on 16 mm. cameras is not great, and it is better to make the bigger investment in the first place, for there is no telling when you will want pictures when the heavens are none too accommodating.

A camera with a turret head which will hold three lenses is a great help. These lenses are of different "lengths," for taking pictures from varying distances. I will not take up in detail the uses of these three lenses in this article, except to say that they are useful for taking pictures of the game from the bleachers and other removed points. The turret head permits instantaneous changing of the lenses, and by a simple turn one lens can be put in place for another.

The film used for taking the pictures need not be the expensive super-sensitive film if the light conditions are good. On bright days the cheaper panchromatic or even the yet cheaper orthochromatic film will do very well.

For films of which more than one copy is desired it is more economical in the long run to use positive-negative film, usually known as non-reversible film. The processing station returns two films, the negative and a positive print from it, at no extra cost. Ordinary, reversible film is itself both positive and negative.

## Receiving the kick-off

[Continued from page 11]

the trick before it is past him. In Diagram 2 you can use the right end to work on the safety man instead of having him block in the wedge.

In Diagrams 2 and 3 the play, of course, can be run to either side, according to which halfback gets the ball. The team must know which play is coming. In both these trick plays the wedge is formed toward the center of the field.

In practice, when receiving a kick-off, your men should know how to handle all kinds of kicked balls and the territory they will cover. The center man should never handle a ball that is kicked at him fast, but should get out of the way and let it go. The other two wing men who are up in front should be on the lookout for a short kick and be ready to fall on it. The other men who are behind should be on the lookout for a ball which is coming fast and is bounding along the ground. They should get it or knock it down for it is likely to keep on rolling or bouncing to the goal line. If they don't get it themselves, they will soften it for some other player coming up. If one of the head players gets it he plunges straight ahead and squeezes the ball, and you have the ball well out on the field right there.

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